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ABSTRACT

To strengthen community involvement through leadership development, the Teacher Corps' four regional Recruitment and Community Technical Resource (RCTR) Centers in 1979 each presented a "Community Based Education Training Conference" for their local project staffs and community council leaders and members. This report summarizes conference planning, structure, and results in order to share findings and information with Corps project participants and to help them design local training sessions. The first of five chapters gives an overview of conference design and documentation and of the RCTR Centers' technical assistance roles. Chapter 2 describes the national and regional planning process that generated the sessions common to all four conferences as well as those unique to each conference. Both the common and unique sessions are examined in detail in chapter 3, along with data on conference participants. Chapter 4 analyzes eight aspects of each conference's "culture" and the shared beliefs and behaviors that were developed as a result. Chapter 5 assesses both successful and unsuccessful aspects of the conferences and suggests improvements. (Author/RW)

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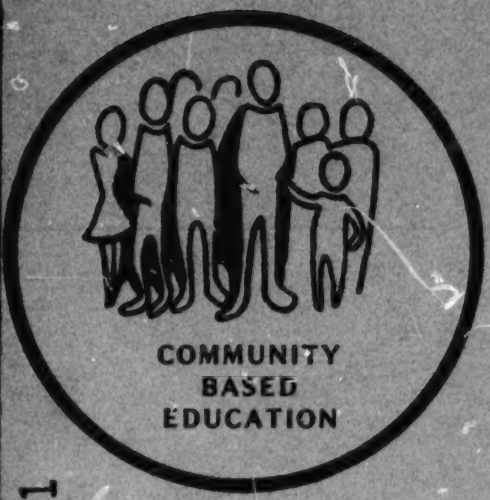

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RCTR Centers' Community Based Education Training Conferences

by
Henrietta Schwartz, George Olson,
Annette Gromfin, Nancy Bonney

with
William C. Hill, Donald Parker,
Barbara Vance, Martha White

Recruitment and Community
Technical Resource Center

WESTERN • MIDWESTERN
EASTERN • SOUTHEASTERN

RCTR

TEACHER CORPS

RCTR CENTERS' COMMUNITY BASED EDUCATION TRAINING CONFERENCES

BY
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FOREWORD

by John A. Minor
Director, Teacher Corps

Support of community involvement in educational decision-making processes is alive and growing. In some places collaborative planning, mutual problem-solving, and sharing of resources among the schools, universities, and communities are common experiences. The results of these integrative processes are exciting and profitable. In other places, the ideas of collaborative planning and decision-making are just now being explored. The benefits to all groups appear promising. Finally, there are a few places, which have not yet considered these ideas, since the needs of persons and groups involved have not shown the necessity of looking at alternative ways of making decisions for educational programs.

Teacher Corps, a federal education program, has since its inception in 1966 included and encouraged active community involvement and participation within each Teacher Corps project. This emphasis on community involvement became even stronger under new regulations which extended the Teacher Corps project length from two to five years. The 1978 Teacher Corps Regulations mandate that each project must have an elected community council. The selected chairperson of the elected council serves on the governance board of the project -- the policy board -- with the dean of the university's school of education and the local education agency's superintendent. Thus, the policy board members, the project's policy decision-makers, represent the three constituent groups of a project -- the community, the local education association (LEA), and the institution of higher education (IHE).

The mandated, elected, Teacher Corps community council makes the

community's ideas, needs, opinions, concerns, and wants legitimate parts of the total project program development. This information from the community becomes an integral part of the project's planning, implementation, and evaluation processes. The council chairperson, as community council representative, will influence local policy board decisions about the project and increase the school's and university's responsiveness to the local community's educational needs and wants. Thus, over the life of the project, the community will help to improve the educational opportunities and the programs for their children.

Teacher Corps funded four Recruitment and Community Technical Resource (RCTR) Centers to provide technical assistance in the area of community involvement for project staffs, for community councils members, and for other interested project constituents. The plan for this technical assistance effort specified leadership training for council members and chairpersons. The following publication documents the efforts of the four RCTR Centers as they have worked with council chairpersons, council members, project directors, and LEA staff representatives on leadership functions as related to project planning, implementation, and evaluation. This national, community based education training effort was (in retrospect) comprehensive, on-target, exhausting, exciting, and at times humorous. During the implementation of this training effort, the RCTR Centers modeled all facets of collaboration and, thus, were able to raise community based education as a collaborative philosophy to a national awareness level.

Collaborative planning and decision-making are often time-consuming, expensive, and tiring. Yet a project which relies on collaboration will be responsive to its constituents and have a strong base of support.

ACKNOWLEDGEMENTS

Conducting conferences of such magnitude and scope as the four regional conferences described in this book was a mammouth task. Attempting to thank everyone who contributed time, energy, and knowledge to the planning, implementation, and evaluation of the conferences is an equally difficult task. If we listed, by name, all those contributors, the result would be a book almost as large as this publication. Therefore, let us simply say thanks to the multitude of persons who helped make these conferences a success -- the Teacher Corps family (the national office, project personnel, networks and other contracts), consultants, and most especially the participants. Without them, the conferences -- and therefore this publication -- would have never been possible.

CHAPTER ONE

OVERVIEW OF THE RCTR CENTERS' COMMUNITY BASED EDUCATION TRAINING CONFERENCES

by

Nancy Bonney

I. PURPOSE OF THE PUBLICATION

In the fall of 1979, four regional Community Based Education Training Conferences were conducted by the four Teacher Corps Recruitment and Community Technical Resource (RCTR) Centers. The purpose of these conferences was for developing and expanding community involvement within Teacher Corps projects through leadership training. The purpose of this publication is to share with Teacher Corps program participants the information, findings, and learnings from these conferences. Many learnings were evident -- some "good," some "bad," some "uncategorized" -- but all were significant. It is hoped that you, the reader, will find many ideas that can be used within your own project setting as you remember, recall, and reflect on these experiences that were shared across the country.

It is also hoped that this information will be useful to the reader as "learnings" for future planning. This information can be utilized by groups who are trying to improve educational programs for children through the use of the collaborative processes that are inherent within the community based education philosophy. Specifically, the information contained within can be used as a model:

- For planning local project training sessions whenever contracted technical assistance services may not be available;

- For developing a training design for socializing a large group into the existing culture of an ongoing program or group;
- For designing a comprehensive documentation plan for any training event that planners deem so significant that capturing learnings for future planning is essential;
- For designing a way to analyze information, processes, and learnings from a national technical assistance effort.

II. BACKGROUND OF COMMUNITY INVOLVEMENT IN TEACHER CORPS

Although community involvement has been an integral part of the Teacher Corps Program since its inception in 1966, the new Teacher Corps legislation and regulations now mandate community involvement at a higher level that ever before. The regulations require that each project have an elected community council. This community council serves an equal partner with the university and the local school system through it's representation by the council chairperson on the mandated project policy board.

The elected Teacher Corps community council has evolved as the vehicle through which community based education (CBE) as a collaborative programming process could be channeled. In the planning year of each new project (Year I), the councils have been elected, have developed organizational structures for becoming operational, and have received training in skill development which has enhanced council members' abilities to function as legitimate project participants. Council members have taken their new roles seriously and have responded responsibly to their mandated involvement within projects.

The policy board is mandated in the Teacher Corps regulations as the governance structure for the project. The policy board must include the selected chairperson from the community council, the dean

of the college of education of the university, and the superintendent of the local education agency. The role of the policy board is to set policy for the project and to support the managers within the project's organizational structure of program design and implementation. The council chairperson, a volunteer, has equitable responsibility with the superintendent and the dean on the policy board for governing the Teacher Corps project. However, as might be suspected, in many cases the chairperson is not usually familiar with the many aspects of working at a policy-making level with these two institutional administrators. Skill-building and skill-enhancement for the chairperson, who is assuming this type of leadership role in a new, but temporary education project, thus becomes imperative and crucial if the community is to be represented on a parity basis with the other project groups (constituencies).

As these three constituency representatives sit on the policy board and decide policy and directions for the project program, three interdependent but broad sets of interactions seem to emerge as central elements of successful project programming. The policy board members must be involved in collaborative planning, in solving mutual problems, and in sharing of each groups' resources. Given this comprehensive and complex set of interactions, project staffs, with technical assistance support from the RCTR Centers, must develop training and resource modes to help the chairpersons achieve an equity relationship on the policy board.

III. ROLE OF RCTR CENTERS IN COMMUNITY BASED EDUCATION TECHNICAL ASSISTANCE

Since 1977, the four Recruitment and Community Technical Resource

Centers have been responsible contractually to Teacher Corps for providing technical assistance to Teacher Corps projects as they work on broadening community involvement within the projects' five year life. The four RCTR Centers are:

- Eastern RCTR Center — Howard University, Washington, D.C.
- Midwestern RCTR Center — Wayne State University, Detroit, Michigan
- Southeastern RCTR Center — University of Georgia, Athens, Georgia
- Western RCTR Center — University of Southern California, Los Angeles, California

The four RCTR Centers have worked developmentally with project staffs and consultants to evolve various strategies for providing community based education (CBE) technical assistance to projects. Written materials and audio visual materials have been developed, consultant services have been provided, and conferences, workshops, and on-site visits have been held with various project participants. As a result of these interactions and of the evolving nature of community based education in the projects, the RCTR Center staffs, the RCTR Centers' community based education coordinator, the RCTR Centers' Teacher Corps Washington program monitor, and various Teacher Corps Washington staff recognized a need for a special training emphasis. This emphasis needed to address the vital, emerging roles of the community council and the council chairperson -- i.e., how these roles relate to community based education within the project's general, as well as specific, program design and implementation strategies.

Thus, in the summer of 1979, a community based education planning task force was formed to plan for four regional RCTR training events.

This task force included:

Nancy Bonney	-- Director of the Southeastern RCTR Center
Annette Gromfin	-- RCTR Centers' Community Based Education Coordinator
William "Chet" Hill	-- Director of the Western RCTR Center
Don Parker	-- Director of the Eastern RCTR Center
Velma Robinson	-- Teacher Corps Washington RCTR Centers' Program Monitor
Barbara Vance	-- Director of the Midwestern RCTR Center

Constant input for planning was given to the CBE training conferences task force from other RCTR staff members, Teacher Corps project directors, project staff, community council chairpersons, community council members, network executive secretaries, Teacher Corps Washington staff, and outside consultants.

The national CBE training design that resulted from this input and planning included training strategies that would help in meeting goals for all project participants. Participants at these conferences would include: council chairpersons, who have two leadership roles -- as council chairperson and policy board member; other community council members, who have various leadership roles as council members -- on task forces, and in project programs and activities; project staff, who already have defined staff leadership roles as paid staff members; and LEA or IHE staff, who are already leaders in their usual professional roles. Thus, leadership became the theme for providing training to all participants to enable them to become effective leaders in the collaborative project design.

With leadership as the focus for the training effort, broad goals

began to emerge which would link leadership to the various key elements of CBE involvement in Teacher Corps. All four regional conferences were designed to achieve the following broad goals:

- Provide participants with information about the Teacher Corps Program -- its goals, missions, and outcomes;
- Provide participants with the opportunity to learn more about the role and functions of the community council;
- Provide participants with a way to explore the general and specific leadership responsibilities of the community council chairperson;
- Provide participants with strategies and techniques for becoming more effective community council members and council chairpersons;
- Provide participants with an opportunity to get information about collaborative processes as they relate to project planning, implementation, and evaluation among all constituences (groups).

Each RCTR Center adapted these goals to meet the unique needs of the participants in its region. Thus, while the four conferences were designed to achieve the same basic outcomes, the individual conference formats differed, giving each conference its own unique flavor.

IV. DOCUMENTATION PLAN

As the national training design emerged, the conference planners decided to document comprehensively the procedures and processes used in each of the regional training events. Two different documentation efforts were conducted at each event -- an internal documentation process conducted by RCTR staff members and a parallel external documentation process conducted by a team of outside documentors. The individual conference products of this national documentation plan were synthesized and compiled into this publication.

External documentors (from Roosevelt University, Chicago, Illinois)

for the four RCTR training events included:

- Jack Davis, Research Associate at the Research and Development Center;
- John Martins, Assistant Professor of Guidance and Counseling;
- George Olson, Director of the Research and Development Center;
- Henrietta Schwartz, Dean of the College of Education; and
- Bernard Sherman, Professor and Coordinator of Field Services.

The purpose of the external documentation was to provide:

(1) A description of the culture of each conference, including norms, values, and the different patterns of social dynamics and interactions;

(2) A narrative of the accomplishment of intended goals and outcomes by observation of participants involvements and interactions with each other and with presentors, facilitators and resource persons;

(3) A narrative on questions, issues, and ideas that were raised, addressed, resolved, not resolved, or significant to future training efforts by the RCTR Centers or other technical assistance groups;

(4) A description of the conferences' "unintended" outcomes -- what else emerged as goals and outcomes, what "serendipities" occured, and what follow-up is needed or suggested.

The internal documentation format was designed according to individual regional conference needs. However, each design captured information on:

(1) Meeting of conference goals, objectives and outcomes;
(2) Content presentations;
(3) Processes;
(4) Participant involvement; and
(5) Participants' evaluation of the conference.

Different persons were responsible for coordinating the internal documentation design for each regional conference. Jeanie Crosby, Director of the New England Institute in Education, Portsmouth, New Hampshire, worked with RCTR Centers' staff members who served as documentors at the

Midwestern RCTR Conference and the Southeastern RCTR Conference. David Ross, Documentor from the North Texas State University Teacher Corps Project, worked with the Western RCTR Conference documentors. Dale Talbert, Eastern RCTR Center Documentor and Research Assistant, worked with the Eastern RCTR Conference documentors.

David Phipps, graphics artist from Drake University in Des Moines, Iowa, was also contracted to graphically document each conference. He summarized his efforts at the closing session of each training event through a visual and oral presentation. His graphic drawings and cartoons depicted major conference themes, specific session elements, and the subtle and not so subtle human behaviors and characteristics of conference participants, presentors, and RCTR Centers' staffs.

This external/internal documentation design for all four conferences resulted in comprehensive sets of information about the total national training effort -- information on conceptual planning, conference sessions, descriptions of the cultures of the conferences, and participants' assessments of the individual conferences. This publication organizes this information in a way that will be helpful to the reader in learning about and reviewing this national training effort.

CHAPTER TWO

PLANNING FOR RCTR CENTERS' COMMUNITY BASED EDUCATION TRAINING CONFERENCES

by

Annette Gromfin

I. OVERVIEW OF PLANNING PROCESS

The chairpersons of Teacher Corps community councils are in key leadership roles in Teacher Corps projects -- in their roles on policy boards and in their roles as chairpersons of community councils. Since the chairperson's role is pivotal to the project, the need emerged to examine the use of the role, its relationships, and its responsibilities. The four RCTR Centers, as technical assistance support systems, planned four regional conferences to assist in maximizing the effectiveness of chairpersons in leadership roles. To insure the quality of these conferences, extensive planning was undertaken by the four RCTR Centers. This chapter describes the two-phase planning process, the key training issues that emerged, and the personnel involved in the planning.

The chairpersons' conferences were designed to be held in the four RCTR Centers' regional areas and included all projects within each region. Several planning meetings were held during the summer of 1979 in preparation for the conferences which were held in the fall and winter of 1979.

Since each of the 132 Teacher Corps projects would be represented at the conferences by chairpersons and other personnel, an extensive planning process, which insured comprehensive field-based input, was employed to develop the regional chairpersons' leadership conferences. Additionally, the executive secretaries of the eleven Teacher Corps networks and the

Youth Advocacy Loop were involved in planning and participating in the conferences.

To insure that the conferences had a common focus and continuity of issues, as well as to meet individual conference needs, a two-phase planning process was initiated.

- Inter-center Planning Phase:
  An inter-center series of meetings were held to identify cross-region core training issues; and
- Individual Center Planning Phase:
  An intra-region series of meetings were held in each of the four RCTR regional areas to identify region-specific training issues.

II. PLANNING PHASES FOR THE LEADERSHIP TRAINING CONFERENCES

Inter-center Planning Phase. Prior to initiating the individual planning processes for each region, inter-center planning meetings were held: 1) to identify areas of commonality which would be an integral part of each regional training effort; and 2) to provide continuity of purpose and direction across the country. These planning meetings were hosted by the Midwestern RCTR Center and all four RCTR Centers participated. James Anderson, special consultant from the University of Houston, facilitated these meetings and helped with the designing of the plan.

Areas of discussion included:

- Purposes and parameters of the conferences
- Participants to be invited
- Collaboration with other resource systems in Teacher Corps and with other educational and community organizations
- Processes needed for communication with projects and other significant role groups

- Strategies for administering and using needs assessments
- Identification and/or development of relevant materials for conference packets
- Identification and selection of resource persons to accomodate the range and variability of conferences
- Projections on dates and locations of the conferences
- Special issues, problems, and concerns

The following role groups participated in these meetings:

- State Department of Education representatives, including staff from the Community Education sections
- Teacher Corps project directors
- Teacher Corps community council chairpersons
- Network executive secretaries
- Representatives of all RCTR Centers
- Teacher Corps projects' community coordinators
- Teacher Corps Washington program specialists
- Other significant project role groups -- i.e, program development specialists, documentor/evaluators, etc.

The RCTR Centers' Community Based Education Coordinator, Annette Gromfin, worked with RCTR Center directors and helped to provide overall coordination of the inter-center training effort. She coordinated the development of planning strategies and helped plan the generic framework for the conferences. She also worked closely with each RCTR Center on development of its individual conference. Throughher participation in the inter-center meetings, she and the planners developed a number of key goals for all the conferences.

Each conference was designed to include sessions that would help:

- To enhance the capacities for leadership of council chairpersons by involving the community council chairpersons and the directors of projects in a common leadership training experience that would foster mutual understanding and support for each leadership role;
- To build mutual support among the prime role groups, institutions, and organizations in projects. This support would foster community involvement through development of parity relationships and would increase interest in the building of the projects' programs;
- To provide persons in community and council leadership roles with leadership training in the development of resources that would expand community involvement in the educational improvement efforts of Teacher Corps projects;
- To develop climates in projects for community based education that would lead to utilizing a wide range of community resources for improving the quality of life in communities;
- To provide an additional opportunity to chairpersons to develop through socialization norms of the Teacher Corps Program.

Another consideration in the inter-center planning related to the participants who would attend the conference, since the role and experience of the participants directly affected the training design. As a minimum, each project was requested to send a team of two persons -- the community chairperson and the director or a designee. However, projects were encouraged to send other project personnel who were interested in the role of the community in Teacher Corps projects.

There was a wide variance among project participants, since projects funded in both 1978 and 1979 were invited. Some invited participants had had a year's experience in planning their projects. Others had only recently joined the project. Others were from newly-funded projects and were in start-up phases. Some new projects were still formulating the role of the community council or had experienced recent changes in personnel; these projects usually planned to send larger teams of participants.

There was a wide range of differences relative to the participants' information base about the Teacher Corps Program and their local project, as well as the experience base of leadership. The conference training designs were planned to accomodate these differences. Among additional roles attending were key administrators in the school system (assistant superintendents, principals, community resources liaison roles) and the university staff (key faculty and special resource persons). Other persons invited by the networks and the centers included state department personnel working with community programming and community leadership, and leaders in human resource development efforts.

The Individual Center Planning Phase. In addition to the inter-center planning processes, each of the RCTR Centers used a multi-phase planning process to develop plans for each individual regional conference. This planning process included:

1. Organizing a planning committee which included representatives from key interest groups.

   A representative regional planning group was formed to help develop each conference. This group was made up of RCTR Center staff, regional network executive secretaries, community council chairpersons, project directors, council members, and related significant role groups.

2. Using a needs assessment process to identify key issues and concerns.

   Each planning committee developed a needs assessment format that was to be completed by chairpersons and other project personnel. This information was requested in order to obtain information on concerns, interests, and ideas of importance that needed to be addressed at each conference.

3. Designing each conference based upon the needs assessment information and conference goals.

   Using the needs assessment as a base for planning, the planning committees: (a) helped identify the most important issues that would be included in each training conference; (b) helped identify potential presentors/facilitators; and (c) helped design formats for the individual conferences.

4. Sharing of initial plans with projects in the region for additional input.

5. Holding a pre-conference planning session.

   A pre-conference meeting was held immediately preceeding each regional conference. All presentors and facilitators were invited. The purpose was to:

   - Handle any immediate problems;
   - Review the program so that everyone was familiar with the format;
   - Encourage acquaintanceship among key roles;
   - Allow logistical issues to be handled;
   - Provide a general sense of commonality of purpose of the conference.

Another facet which was considered in each individual center's planning processes was the special and unique characteristics of projects in each region. Consideration of these unique aspects enabled each center to design a training effort that would be responsive to the socio-cultural circumstances of the chairpersons and councils from that region. Each region has a high degree of cultural diversity. Assessment of a region's predominant characteristics affected the conference design formats as well as the selection of presentors, facilitators, workshop leaders, and speakers. The following represents a sampling of some characteristics in each region.

Midwestern Region

This region has a large representation of Indian projects. Therefore, the Midwestern Conference's content format was designed to address issues regarding the resource systems, the leadership styles, and the community and educational structures in the more isolated projects on the Indian reservations. In addition, the conference design was planned to address the issues that relate to the fact that a number of the projects were involved in court-ordered desegregation processes.

Southeastern Region

This region has a large number of rural or semi-rural projects which have to cope with long distances between various institutions in the project. This phenomenon has implications for developing community outreach and communication systems, as well as efficient, meaningful utilization of resources for community based education programs. The Southeastern Center designed its conference with these issues in mind.

Western Region

This region has a large number of programs with a Hispanic and/or bilingual focus, including a great diversity of mobile, in-migrating, ethnic groups. This characteristic resulted in developing culturally sensitive training strategies for the Western Conference.

Eastern Region

This region has a large number of urban-centered projects in high-density population areas, including high cultural diversity within and among projects. The Eastern Conference was designed to reflect this characteristic.

III. KEY TRAINING ISSUES IN THE CONFERENCES

As the two-phase planning process evolved, a common set of concepts, issues, concerns, and interests emerged. This common set led to the major training themes and strategies for the four conferences. A core training sequence, based on this nucleus of concerns, was designed for each conference. The major areas for training which emerged are described below.

1. Key Concepts of Teacher Corps

   A fundamental and substantive understanding of the basic purpose, the concepts, and the structure of Teacher Corps projects was considered a training need of participants. In particular, there was a need to understand the inter-relationships of the various concepts and how these concepts helped achieve the basic outcomes of the projects.

2. The Chairperson's Role

   An understanding of the council chairperson's role in the context of a project was considered a crucial training need. The role was critical in two major organizational structures in the project -- the policy board and the community council. Concerns included:

   - The responsibilities and parameters of the chairperson's role in each setting;
   - The differences of expectations of the chairperson in each setting;
   - The inter-relationships of roles in each setting and these role responsibilities in development of the project;
   - The relationships among various role groups in the project, particularly as they relate to the chairperson;
   - The formal and informal systems within each project struc-

ture, which the chaiperson should know;

- The council chairperson serving effectively on a policy board that is made up of institutional decision-makers and participating in a process of governance which affects these institutions;

- The council chairperson's role within the community council in assuming the responsibility of representing, reflecting, and maintaining a system of diverse community interests in the governance and the development of the project;

- Chairpersons, serving in a voluntary relationship to other project staff roles which are paid, full-time positions;

- The differences in perceptions of goals in the parity relationships within the project;

- The diversity of resource systems within communities which require the chairperson to form linkages to meet community and project interests to foster linkages among the community's human service resources.

These key concerns led the planners to explore the types of leadership skills needed by chairpersons and to evolve ways of enhancing the effectiveness of the chairperson serving in a dual leadership role. A conference theme was then planned called "The Two Worlds of the Chairperson." These theme sessions included approaches to the differing demands of the role -- as a decision-maker and influencer in the policy board's governance issues, and as a manager-facilitator in relationship to the community council and other community groups.

3. Skills in Planning, Implementation, and Evaluation

Since Teacher Corps mandates involvement of the community council in planning, implementation, and evaluation of the project, there was a concern for understanding and developing the skills needed in performing these types of tasks. There was also a need to understand each process and the inter-relationships

of the processes. Essentially, chairpersons were asking: "How do we begin to be involved in developing the project's objectives? How do we start programmatic activities? How do we know if what we are doing is good and will help improve education? How do we identify, become involved, and utilize person-power and other resources?"

4. Resource Systems

Another theme which emerged focused on ways community leaders can use and link resource systems and can develop the skills needed for these processes. There was also interest in understanding the diversity of resource systems within communities, especially in learning ways of forming linkages to meet community and project needs and interests.

5. Other Areas

In addition to the core set of concerns identified in the planning process, there were requests from the field to include:

- Optional small group skill sessions in specific areas — i.e. running effective meetings, planning, etc;
- The sharing of project experiences and ideas — especially successful efforts — through small group discussions;
- Uses of community resources in program development;
- Opportunities for discussion of on-going dissemination ideas among projects;
- Possibilities of a national networking system among community chairpersons and councils.

IV. KEY ROLES IN THE TRAINING FRAMEWORK

As the set of training issues evolved and a common set of concepts emerged which were central to all regions, the planners decided to develop a core team of trainers who would present the core concepts in all the conferences. The presentors/facilitators who were selected to participate in all four regional conferences had expertise in a specific training area, had a good understanding of Teacher Corps, had extensive experience in working with community councils, and were sensitive and experienced in adapting to the differences among groups. The conference roles of the RCTR Centers' staff members and the core team of trainers are described below.

Directors of RCTR Centers. The role of the director of the regional RCTR Center hosting the event was to:

- establish the purpose of the conference;
- maintain continuity of the effort;
- assume a general responsibility for providing a way to deal with issues as they arose.

The RCTR Centers' Community Based Education Coordinator. The coordinator's role was to:

- relate the goals of Teacher Corps projects to the purposes of community council efforts and the leadership roles;
- link concepts and themes in order to clarify perspectives;
- perform as co-trainer with various presentors in linking concepts more closely to the community effort in Teacher Corps and to the councils' development.

Richard "Pete" Mesa, Superintendent of Schools, Milpitas, California, formerly the executive director of the Urban/Rural Program, which developed school-based community councils. His role at the conferences was to:

- establish an understanding of the project/organizational context for leadership, including the problems of collaboration

and goal differences;

- identify and clarify the qualities and characteristics of effective leadership necessary for and attainable by chairpersons;

- develop useful strategies that enhance the leadership capabilities of of chairpersons, with special emphasis upon the "Two Worlds of the Chairperson;"

- provide a school-based superintendent's view of the value of the chairpersons' leadership role and the councils' role in representing an extended community and the resulting impact on improving education.

Ken Young, Director, Center for Community Education, and Professor, West Virginia College of Graduate Studies, Charleston, West Virginia. His role at the conferences was to:

- establish the usefulness of planning and its relationship to development and implementation of project programs;

- identify the elements of planning — the purposes and approaches to be used in different settings;

- clarify the issues of planning in a collaborative situation, including the particular situations of governance related to the policy board and the council;

- assist chairpersons in examining their role in initiating and participating in planning efforts and relating these efforts to implementing and assessing project directions.

Bess Howard, Director, Teacher Corps, Howard University, Washington, D.C. (Due to unforseen circumstances, Dr. Howard was not able to attend all of the conferences. However, the initial framework she established was adapted for use in all the conferences.) Her role at the conferences was to:

- assist the chairperson in understanding the different group situations in which they would become involved;

- relate process skills to establishing parity for community leadership;

- help the participants understand the concepts of policy and policy-making in developing projects;

- help chairpersons to understand their role on the policy board and its relationship to a community leadership role.

The RCTR Centers' Staff Members. RCTR Centers' staff members assumed a number of varying responsibilities in the conferences and also provided an important support and resource system in meeting needs of all contingencies. Among the responsibilities RCTR Center staff members assumed were:

- Facilitating groups in each conference;
- Assisting presentors in special information areas;
- Interpreting the community technical assistance efforts of the RCTR Centers to project participants;
- Documenting the conferences.

The RCTR Centers' staff members who worked at the conferences were:

Eastern RCTR Center

Leah Durphy
Cecilia Gonzalez
Shirley Jones
Lawrence Robinson
Dale Talbert

Midwestern RCTR Center

Elentine Bonner
Karan Crawford
Denise Farrell
Clara Rutherford

Southeastern RCTR Center

Sheryle Bishop
Shirley Carey
Montye Escoe

Western RCTR Center

Dwight Bonds
Mona Gordan
Carol Gordan-Carter

In addition to the conference core training team, each conference involved a number of presentors, facilitators, and workshop leaders who were primarily from the geographic region and were knowledgeable in a a particular area.

The conferences were designed to provide participants with a high degree of interaction, discussion, and practical, usable ideas. Additionally, all small group sessions were designed to provide participants op-

portunities to experience new information through simulated activities. Each session was designed to help participants:

- Gain an understanding of the issues;
- Relate the issues to their roles;
- Relate the learnings to the context and dynamics of their projects;
- Link learnings through conference activities;
- Formulate initial plans to work with the issues back home;
- Develop new linkages through existing networks or new networks to resource and support persons.

The extensive planning that preceded the four regional RCTR Centers' conferences helped insure that conference participants gained useful and meaningful information. The planners' willingness to provide common training activities at all four conferences, while adapting conference designs to the unique needs of the participants, was a crucial element in the success of all four conferences.

CHAPTER THREE

STRUCTURE OF THE REGIONAL CONFERENCES

by

George Olson

As was described earlier, the national planning effort was designed to insure certain commonalities among the four regional conferences while also leaving room for individuality, in recognition of the uniqueness of each RCTR Center and it's regional constituency. In this section are portrayed the commonalities and uniquenesses, both in terms of participants and staffs attending the four conferences and in the content of the sessions presented. Discussed first are the various role groups represented at each conference; this is followed by descriptions of some of the sessions that were presented.

I. CONFERENCE PARTICIPANTS

Table I displays the roles of persons attending each of the conferences and the numbers attending in each role group. The major factor determining the differences among the number of participants attending the four conferences is the number of projects served by each of the RCTR Centers. The last two rows show the numbers of '78 and '79 projects represented at the conference; it is observed that the Midwestern and Western Centers had more projects represented since they both serve more projects than the Southeastern and Eastern Centers. The clients of the latter two centers were more homogeneous in terms of geographical location and tended to be less diverse groups than those represented by the Midwestern and Western Regions. In all four conferences, the largest role-group was comprised of community council chairpersons and the smallest

group was comprised of Teacher Corps project directors. The number of resource people, presentors, and facilitators attending was similar for the four conferences, with a greater number of facilitators and resource people needed for the larger conferences. A high percentage of projects served by each regional center was represented at each conference.

A few unique aspects are apparent from the table. The Midwestern Conference, for example, had many more directors than any of the other conferences. Relatively few community coordinators attended the Western conference even though there are more projects in the Western Region than in any of the other regions.

Table I

	Midwestern RCTR	Southeastern RCTR	Western RCTR	Eastern RCTR
TOTAL ATTENDANCE	135	96	140	115
# of Directors	31	4	4	10
# of Chairpersons	35	24	38	29
# of Community Coordinators	15	21	6	25
# of Facilitators	10	6	8	5
# of Presentors	10	6	4	5
# of Resource People	10	10	26	13
# of '78 Projects	24	16	38	19
# of '79 Projects	11	8	16	9

The remainder of this section is devoted to descriptions of sessions at each of the four conferences. The content of each session is described. Also included is a brief description of the format and the audience reactions. The first eight sessions described were common to at least three

of the four conferences, and in most cases, common to all four. The last four descriptions provide an overview of sessions that were unique to individual conferences. The documentors' observations, as well as participants' reactions to post-conference questionnaires, are referred to as needed in the descriptions.

II. OVERVIEW OF SESSIONS COMMON TO ALL CONFERENCES

Session I: The Teacher Corps Cores

The purpose of this session was to insti[illegible] a common knowledge base and common understandings concerning the major goals of the Teacher Corps Program among all conference participants. This presentation combined large and small group sessions, with provision for discussions and questions in the small group activity. Results of the needs assessment survey (administered to project personnel prior to the four conferences) were briefly shared with the large group. It was explained that this information was of primary use in planning and designing conference activities to meet the needs of the participants. On the needs assessment form, project personnel had asked: "What are we supposed to be doing? Are we on target? Why are we doing these things? How do we achieve the things we want to achieve?" Most respondents were concerned with how they could help to obtain success at the local project level, while using the Teacher Corps Program's national goals as the base. To begin to address these needs of the participants, the four basic outcomes of Teacher Corps were summarized along with the five "means" -- the processes to

be used to achieve the outcomes. Following this, three pages of material were distributed which summarized the outcomes and means. Additionally, other important terms were defined and a five-year timeline of accomplishments was outlined.

A more in-depth discussion concerning these terms and concepts followed in small groups that were assisted by facilitators. Participants were instructed to discuss at individual tables their views, questions, and concerns about the basic outcomes and the five means of Teacher Corps. Facilitators kept participants on-task by moving them to another point, bringing in persons who had said little, and by questioning partipants about statements they had made. These small group sessions attempted to build an atmosphere for dialogue at a more personal and individual level. The topics of discussion were widely diverse, ranging from the role of interns, to the relationshiop between deans and community council chairpersons, to problems of parent involvement. The intent of the large and small group activities was to increase the participants' understanding of the Teacher Corps mission, of the relationships of various Teacher Corps concepts, and of the concepts underlying the collaborative process.

By observation, audience response to "The Teacher Corps Cores" was variable across conferences as well as within conference groups. Some participants were enthusiastic to learn about how the various concepts were defined and asked questions concerning how their project related specifically to the basic "outcomes and means." For others, this was an uninteresting topic and they displayed little observable enthusiasm and curiosity. The ratings by participants on the post-meeting reaction sheets coincided with the documentors' observations, showing scores

ranging from an average of 3.1 to 4.3 on a five-point scale (5 being the highest rating). Such variable responses might have been anticipated since the "Cores" constituted material with which many project members may have been quite familiar, particularly the older Project '78's. Since this session presented information that all participants needed, it was probably assessed to be very useful by those for whom it was new and interesting, and moderately useful by those for whom it was simply a review.

Session II: The Meaning of Community in Teacher Corps

The purpose of this session was to provide the historical context and background of the community's involvement in Teacher Corps and to portray the growth of this involvement to the community's present prominent status in the decision-making role of local projects. The involvement of the community in Teacher Corps was traced from 1965 to the present. The initial period was named the "Eyeballing Stage," a period of time when Teacher Corps interns were observed by the community and vice versa. In 1967, a second stage evolved labeled "Community Voices." In this period, schools began to tap the resources of sage community persons, though many efforts were little more than a form of "tokenism." Teacher Corps interns, however, reached out to obtain an alliance with the community, and there was a gradual increase in community/intern collaboration. At this stage about half of the projects nationwide had a project component devoted to the community.

The confrontation processes of the late sixties spawned the beginning of the next stage called "Community Based Education." Characterized by excitement, growth, hope, demonstrations, and long discussions, demands

changed from equal opportunity to equal services. With these strong expressions of discontent, certain changes occured in the recognition of the importance of the community. By 1971, community persons could receive payment for services. Values of the community were given consideration; collaboration and community involvement became more characteristic of community efforts. These ideas blossomed between 1971 and 1976, and by 1978 the idea of a community component in each project was crystallized. The last and present stage, "Community Leadership," portrays the community as a valuable resource and an equal participant in project decisions: "Teachers, parents, and teacher educators learning together."

This presentation at each of the conferences was about forty minutes in length and was an informal lecture. Audiences at each of the conferences reacted similarly, displaying moderate interest and polite attentiveness. Most applauded at the end; little or no time was given for questions. This was an informal-sharing session from the presentor to the audience; audience participation, by design, was one of paying attention and receiving information.

Perhaps because of the lack of active participation, post-meeting reactions to this session ranged from an average of 3.4 to 4.3 This revealed high satisfaction among a considerable number of participants and moderate satisfaction among others. Since all documentors' observations revealed some obvious signs of fatigue toward the latter portion of this presentation, one has to suspect that sitting and listening for an extended period of time may have been fatiguing for many participants.

Session III: Sharing the Good Beginnings

The purpose of this session was to involve everyone in the sharing of experiences, ideas, and plans arising from within their own projects. Elaborate directions, facilitated with overhead transparencies, were given on how each project was to construct a graph displaying, in a chronological manner, the significant events that occured in the development of community involvement in its Teacher Corps project. Degree of success was the factor against which each event was to be measured; the "ups and downs" of success and non-success were charted.

After orientation to the activity, the participants were assigned to project work groups, with a facilitator assigned to each group. In essence, the presentor coordinated the activities of the facilitators and the facilitators coordinated the activities of the project members. The process of preparing the history was as follows: 1) recall the sequence of events; 2) put them in chronological order; 3) chart the events as high or low points; and 4) put them in graphic form on newsprint. By the time this process was finished, all projects had a newsprint display of the results of their efforts. Few charts looked very much alike, since the different groups interpreted the task somewhat differently. Several projects were then asked to present their findings to the total group. Each group selected their "presentor" who used the chart to report the degree of the project's success in meeting their identified objectives.

The groups' work was summarized by the presentor by way of proposing a five-stage community development process, which revealed the value of organization, information, power, parity, collaboration, and governance.

The values underlying this presentation format were sharing and building a sense of community. This session enabled participants to compare the similarities and dissimilarities among projects. A by-product of the exercise was the leadership skills exhibited by the participants. Many who reported were articulate and humorous -- and all held the attention of the entire group.

This presentation format used a lecturette, work in small groups, feedback by small groups representatives, and a summary by the presentor. The variety of activity and the intense involvement levels of participants were well-received by the groups at all the conferences, according to documentors' observations. Enthusiasm was highest during the small group work and the reporting-back process. Post-meeting reaction sheets revealed a range of 3.5 to 4.3 For this particular session this range shows greater dissatisfaction by participants than expressed in the observations of this event. Reasons for this are unclear though some speculation is possible. This was an activity which, in a sense, did not give participants much to take home with them and use. Instead, it provided them with an involvement activity whereby they could gain a perspective that indicated where their project was with respect to other projects. Participants had to determine "failures" as well as "successes" and to display and talk about them. Through comparison, some projects had to feel "behind" others; it seems possible that such comparison and reflection on the positive and negative would engender a mixed reaction. From the observational data, it would appear that the format and organization of the session was highly successful. And indeed, the participants' mixed sense of satisfaction with what was revealed may indicate a greater success in getting people to think, assess, and reflect about

their past accomplishments than would a highly positive reaction among all.

Session IV: Council Chairpersons as Leaders

The presentor began by stating what he believed to be the most important components and characteristics of the role of the community council chairperson. The chairperson has responsibility for internalizing the mission of Teacher Corps and keeping the program focused on the achievement of the mission. It is extremely important to avoid "goal displacement." If goals are displaced, the clients -- the community -- will ultimately suffer. Council chairpersons and council members can contribute to the accomplishment of the Teacher Corps mission by making sure that goals and expectations for the project are clear to all involved. It is the council's responsibility to facilitate community participation and involve parents in this work. Parents' perceptions about the issues should be known and acknowledged; their interests should also be sought and protected by council members.

The chairperson's responsibilities also include leading the council to design and propose policy that is to be taken to the policy board and facilitating equal participation by the council chairperson on the policy board. For these two responsibilities to become reality, community council chairpersons and members must know that it is possible to alter the real and perceived status of the council chairperson. This can be accomplished by focusing upon Teacher Corps information and demonstrating to other policy board members (deans and superintendents) a greater knowledge about Teacher Corps matters. Deans, for example, may not be

confident in interactions with community persons. The community council chairpersons have a constituency behind them that links them to the community that deans generally do not have. These links to the community and the knowledge about the Teacher Corps project are sources of power to chairpersons that can be used to attain the status that is desirable.

Another aspect of the chairperson's responsibility is to take on the role of trouble-shooter and problem-solver. Community council chairpersons need to concern themselves with the total project generally and become problem-solvers for their constituency -- the community. To do this, chairpersons must be "informed and in touch."

The chairperson should also make a conscious effort to maintain and improve the comfort, good feelings, and morale of the community council and the community. To do this, the chairperson has to know the needs and dispositions of the individuals and respond with empathy. The chairperson should also be prepared to work hard, be prepared for policy board meetings, and maintain a high sense of integrity with all persons in the project. One must avoid giving people what they want just to keep them happy. Stick to the purposes and the mission. And finally, it's important for the chairperson to realize that parents know most about their own child; and therefore, they know most about how to reach their child. The chairperson should rely upon these facts, acknowledge them, and use them as resources.

Up until this point, the format for this presentation was lecture. Participants were then instructed to work in small groups and to generate lists of instances in which leadership was needed in some past project activity and to identify the "blocks" to leadership. All problems and

suggestions for why leadership was lacking were listed and the commonalities were identified and discussed. This part of this activity was concluded with the presentor making four points:

1) Leadership is situational. Consequently many leaders are needed, not just one.

2) Leadership is authoritative. One provides direction through reliance on supportive and explanatory evidence.

3) Leadership is learnable.

4) Leaders benefit from having charisma; but leaders must also have the skills and the knowledge to go with it.

As a final activity, the group dealt with the organizational aspect of leadership. Two factors were stressed: (1) the values of the organization; and (2) the flow of communication. To illustrate the second factor, small groups constructed an organizational chart depicting their own projects by identifying positions of leadership and lines of communications.

The presentor was very directive in the way he gave instructions, imparted information, and responded to questions. When he instructed groups to provide reasons for why leadership had not taken place and to prioritize and select the two most glaring examples, the groups immediately set to their task, preparing to feed back their results to the rest of the groups. Project members were more than ready to discuss problems of their local project and facilitators seemed to sense the need to direct the action of the group. Throughout the session, the groups all responded positively to this directiveness. For the most part, participants assessed this session as highly relevant and useful.

Session V: Chairpersons as Policy Board Leaders

This session addressed the questions: "What are the most effective ways of providing information to and obtaining information from the policy board?" "What is the chairperson's role if the policy board is beset with operational problems, such as lack of attendance?" "How does the chairperson know if he/she is being co-opted?" The presentors then divided the large group into small groups to explore and raise questions.

Each group generated a list of "do's" and "don'ts" that covered the new role of the community council chairperson on the policy-making board of the Teacher Corps project. Discussion among the participants centered around the issues of control, communication, jargon, rules and regulations, unrealistic expectations, and the various types of policies. It was emphasized that the policy board could be an "all win" situation, if parity was fully implemented. Participants made statements about the nature of their projects, expressed their concerns, and were encouraged by the facilitators to assert their equal role on the policy board. Distinctions were made between internal and external policy. The issue of the community achieving parity with school and university came up in virtually all questions. The issue was one of power. The participants were told that knowledge is power with phrases like: "Parity means doing your homework;" or "Don't be manipulated; get on the agenda." Teacher Corps has created the structure for community parity, but the chairperson on the policy board must realize the opportunity and use it to assist and guarantee community input into the project.

This session was concluded with some general words of advice. A summary statement was made about the importance of representing the com-

munity while establishing trust in the project and about the importance of community council members and chairpersons gaining skills that will bring the missing pieces together to help solve problems.

Participants' reactions varied from averages of 3.3 to 4.4, indicating a wide range of satisfaction. Observational data indicated high involvement in small group work and less interest and enthusiasm during lecture presentations. Across conferences, the higher satisfaction scores supported the observational data in showing higher scores for small group activities. Overall, observational data and satisfaction were quite positive. It would appear again, however, that the sources of participant dissatisfaction were found with the format of the presentation rather than with the content.

Session VI: Planning

The session of "Planning" was directed toward developing the idea that planning is a tool for leadership that involves goal-setting, needs assessment, allocation of resources, and development of specific skills — such as how to set agendas, run meetings, etc. This session was structured by the use of two booklets prepared by Ken Young: "Structured Exercise on Planning" and "A Plan for Learning How to Plan." One of the strengths of the booklets was their own inclusion of the basic project outcomes mandated by Teacher Corps. This information helped direct participants toward recognizing and adopting the goals — expressed in Teacher Corps terminology — such as "multicultural education," "diagnostic/prescriptive teaching," and "collaboration." These booklets were used in a simulation exercise that included participants' discussion of concerns found within their local projects.

The techniques used in the groups were discussion, query, and consensus agreement. Small group activity was intense and participants were thoroughly involved in the discussions. Following the small group activity, groups were asked to report-out. Two of the ideas reported-on from small groups were: (1) Development of a volunteer reading program involving students, parents, administrators, librarians, the community coordinator, and the university staff; and (2) Organization of a day care center in the school. The session was summarized by the presentor with emphasis on the following ideas:

1. All participant groups must be involved in planning.

2. The assignment of tasks must include representation from all groups affected.

3. The ingredients of planning are

   setting timelines,
   assigning tasks,
   getting information,
   allocating resources,
   identifying restraints, and
   setting priorities.

As with many other sessions, participants enjoyed the involvement of "feeding back" to the large group. Observational data indicated positive responses to the session overall -- high attentiveness, sustained looks of interest, and the like. Post-session ratings, however, revealed a wide range of degrees of satisfaction, varying from an average of a relatively low 3.1 to 4.4. The observations provide little explanation for the lower ratings given, since the observational data indicated general high satisfaction. It is possible that while interest and involvement was high, perceived utility was more moderate.

Session VII: Implementation

The presentor began this session by attempting to arrive at a clear concept of the process of implementation. While evaluation is an ongoing, overlapping process, implementation is "doing." The entire group went through the construction of a management plan that would help to implement activities designed to increase community participation. "The Management Plan" included discussion about the broad goals, the enabling objectives, activities, persons responsible, resources needed, completion dates, and evaluation criteria. A management plan was portrayed as very important to successful implementation of project activities. Other important aspects that were listed and discussed included leadership, communication, collaboration, cooperation, and positive climate.

After this large group activity, small groups were formed and instructed: (1) To generate a list of all the groups they worked with; (2) To define cooperation and collaboration; and (3) To identify the allies and non-allies of parent participation. The small group participants responded enthusiastically; during the feedback session for the entire group, long lists were generated for each of the questions posed.

Some examples generated were:

Groups with Whom We Work

Other Parent Advisory Groups
Teachers
Administrators
  School Level
  District Level
PTA
Specialists
Nurses
Churches
Civic Groups
Social Agencies
Senior Citizens
Businesses
Media (TV, Radio, Newspapers)
Professional Organizations
Civil Rights Groups
State, County, City Governments

Elements of Effective Collaboration

Identify leaders (both formal and informal)
Get cross-section representation
Talk personally to people
Sell ideas; state needs
Develop mutual payoffs, rewards
Establish relationships for the future
Get others to ask for the same thing
Set clear goals
Get publicity
Build alliances with other groups

Ways of Getting Parents into Schools as Allies

Involve their children in activities
Donate something appealing and/or give prizes for activities
Sponsor a dinner
Use small groups for work groups
Utilize students to take home information

Barriers to Participation

Change
Communication
Retraining teachers
Competition among groups
Threat
More work
Competition for resources
Political position (power struggle)

Small groups were actively involved in the activity, and facilitators for each group were quite adept in providing information and channeling efforts in the intended directions. The groups were receptive and actively participated in the exercise offered. People mixed, mingled, and worked well together. During the reporting-out portion of these sessions, speakers did an outstanding job of representing their group's ideas. As with other such activities, enthusiasm was greatest when participants were actively involved. Post-meeting reactions showed moderate to high satisfaction. Documentors' observations indicated a higher overall level of satisfaction than did the participants' data.

Session VIII: Evaluation

The presentor began this session with an informal discussion of

terms that are commonly associated with evaluation. Attitudes, feelings, and beliefs were shared concerning evaluation. Considerable effort was focused upon defining evaluation clearly, in order to "demystify" the concept. Evaluation was discussed from the perspective of the community council. Examples were presented and participants were invited to ask questions and to comment. This led to a discussion of formative and summative evaluation. It was explained that evaluation involves two steps: (1) Gathering information; and (2) Making decisions about that information. In order to carry out this two-stage process, certain methods were reviewed: paper/pencil assessments, examination of existing documents, observations, and personal interviews. Again, these methods were personalized to the community council situation and questions and explanations ensued.

Certain materials were passed out and reviewed briefly. One document in particular, Looking at Teacher Corps Community Council Functioning (Bonney and Crosby) -- a compilation of evaluation instruments -- was reviewed in some detail, and the group was taken through one of its activities. This created much discussion and involvement; participants were very open with the questions they asked. Other instruments from the same document were then discussed. Participants began to ask more general questions about total project evaluation. Evaluation, as a procedure, was then discussed in perspective with two other procedures -- planning and implementation.

The format used for this session was a combination of lecturette -- in which important factual information was shared, a question and discussion period in response to that information, and brief small-group activities. Participants were taken through a well-planned set of activities with the

presentor as the facilitator. The examples that were offered to explain some of the terms were well-received by participants. The materials that were passed out and reviewed were motivating to the group. Participants' reactions to this session indicated a moderate to high degree of satisfaction.

III. OVERVIEW OF SESSIONS UNIQUE TO EACH CONFERENCE

SOUTHEASTERN RCTR CENTER. "Planning, Implementation, and Evaluation in '78 and '79 Projects: An Overview"

In this session the presentor's main task was to define three concepts -- planning, implementation, and evaluation -- in simple and straightforward terms. It was also her intention to eliminate the possible fears and apprehensions that participants might experience in their future dealings with these concepts and their processes. She actually accomplished both tasks by presenting clear, concise definitions of the terms in understandable language, and by presenting herself as a person who also had distaste and apprehension concerning the use of jargon.

Planning was described as a road map that explains "where you go and what happens when you get there." Implementation is simply the things that were done to make sure that a person got to where s/he wanted to go. Evaluation is answering the question: "Did we get there or not?" The presentor then focused on two important terms: process -- the how; and product -- the what. In each of the three concepts, there is a process and a product. The processes are the questions asked about each concept. The products of planning were said to be goals and objectives -- a plan. The products of implementation were activities and events -- the make-up

of the program. The products of evaluation were reports -- indications of needed changes.

What made this presentation unique to the Southeastern RCTR conference was the manner in which the presentor attempted to relate to the participants. There was an overt attempt to communicate clearly, professionally, but also personally. She took great pains to deliver her material in language that was "down to earth." This presentation, which introduced the concepts of planning, implementation, and evaluation, epitomized the characteristics of belonging and community. It received very high satisfaction ratings from participants, and was one of the best received presentations according to documentors' observations.

MIDWESTERN RCTR CENTER. "Key Elements of Comprehensive Planning"

The purpose of this session was to share with the participants the Little Wound School Project design as a Teacher Corps planning model. The presentor used this model to show the steps and procedures involved in comprehensive planning. He then provided an experiential opportunity for the participants to learn how to work with one or more of the comprehensive planning steps.

The technical aspect of the program was rich and varied -- excellent printed materials, visual aids, slide presentations. The materials were professionally prepared and efficiently used. The presentation format for the four presentors ranged from lecture, to question/answer, to "hands on activities." The varied presentation format, coupled with the topic and style of presentation, and the exotic nature of the location of the project, appeared to hold the attention and interest of the participants throughout the long afternoon session.

The presentation was planned so that appropriate persons from the project assumed the responsibility for representing their particular component of the Little Wound School Project. The impression of team work was strong. The Anglo LEA superintendent spoke of his role in the planning process; the Native American community coordinator spoke of his work in the community; and so on. Technical terms such as "dual culture," "participative choice," and "delegated responsibility" were dispersed throughout the presentation and were indicative of the sophistication of both the presentors and the participants.

The values expressed during this session appeared to be centered around the importance of individuality, sharing, involvement, and collaboration in the planning and implementation process. Input during the session from university, community, and school representatives indicated that these implied values were also realized in practice at the Little Wound school site.

Toward the end of this session, the participants who remained were divided into nine community work groups for the "hands on activity." An "I believe"/"we believe" approach was utilized to facilitate the community groups in establishing a philosophy (the first step on the Little Wound planning scheme) that they could take "back home." Less than half an hour was allocated to this activity. During the feedback session, participants generated statements which indicated that productive sharing had taken place and consensus on philosophical tenets or starting points was reached. The audience responded well to this presentation. Eye contact was good and the presentors worked well together. The community council chairpersons, mostly women, stayed to the end of the session; many of the project directors and staff left before the end. The Western

garb of the presentors gave them a rather exotic look to the participants from the Midwest. Many participants took notes. Injection of breaks, distribution of materials, and personal Western anecdotes recaptured attention from time-to-time. Given the length of this session, it was well-received. The materials provided good follow-up guideposts for those who wished to use the planning process back home.

EASTERN RCTR CENTER. "Six Concurrent Sessions"

I. "Leadership Styles"

This skill session focused on techniques for enhancing leadership capabilities. The presentor started the session by stating her belief: "All persons are leaders in some fashion. Leadership style varies greatly depending upon the person's role and the conditions of the situation." Leadership then was defined by the participants. An instrument to determine leadership style was administered. A self-scoring and interpretation session ensued. A second instrument, entitled "Feedback," was introduced as an additional resource one could utilize in determining leadership styles.

Enthusiasm and interest grew among participants throughout the session and all participants volunteered questions and/or responses at one point or another. Participants rated the session as excellent. The objectives were carried out and the quality of the presentation was applauded by participants.

II. "Problem-Solving for Action-Planning"

This session was designed to demonstrate techniques and strategies for accomplishing tasks. Problem-solving strategies were outlined on

handouts and hypothetical situations were created as a means to apply the strategies. "The Problem Analysis Work Sheet" that was used accented the problem-solving process and high-lighted positive forces and negative forces in solving problems. A large portion of time was spent in discussing and demonstrating the steps in problem-solving. A planning work sheet was also demonstrated. The presentation format was explanation, question/answer, task assignment, and feedback/discussion. A lot of emphasis was placed on detail and closure. The underlying value theme for this session was: Knowledge is power. A knowledge of how to solve problems and take action is mandatory for the community council chairperson.

Participants were engrossed in the activities throughout the session and post-meeting reactions were uniformly high. The presentor was skillful in making the sample problem appear real and in motivating participants to generate feasible solutions to the problems.

III. "Collaboration"

This session involved six participants and the delivery style was informal with much interaction among participants and presentors. The content for the session was centered around the conditions necessary in establishing a collaborative atmosphere. These conditions for collaboration were defined as follows:

- Council members must be prepared. This includes understanding the LEA, IHE, and Teacher Corps projects operations and knowing how to use group participation skills.
- Council members must establish and actively utilize a planned communication network with LEA, IHE, and community representatives.
- Council members must fully understand their role and function.
- Council members must have access to relevant task-related data.

The underlying value that appeared throughout the session was: Information is power. In conjunction with this value, the individual must also understand where his/her authority starts and stops.

Participants viewed this session as excellent. Post-meeting reactions were very positive and the presentors were highly-praised by participants in written comments on the assessment forms.

IV. "Building and Maximizing Resources"

For the twelve participants attending this session, the presentation was equally divided among lecture, discussion, and experiential activities. A wide range of visual aids was also utilized.

The underlying value for the session was: People are the important resource. The issue is not in program determination but in finding, recruiting, and motivating the right people to get the job done. In light of this, the first topic discussed was how to analyze a neighborhood for determining the best recruitment approach. A strategy for initiating community involvement and support of schools was presented, which included the concepts of interaction, identity, and connections. The lecture/discussion was followed by group exercises which showed finding routes to human resources, building a constituency, and establishing a communication circle.

Participants discussed, shared, and questioned throughout the session. Their reactions included such statements as: "Fantastic session;" "Good suggestions;" "Extremely helpful;" and "Very important." The goals of the session were met as the leader took the participants through theoretical concept formation, experiential activities within these concepts, and, finally, into the sharing of relevant ideas.

V. "Project Directors and the Community Council"

This sharing session was designed for project directors and other project administrators. Resource persons facilitated discussions on how the community council affects project management. Conversation and interaction initially seemed forced. Participants did not appear overly excited about this session. The formal evaluation statements filled out by the participants indicated that the session was somewhat slow and confusing to them at the beginning. As participants became more relaxed, the interactions increased, and the activity developed into an interesting and informative session.

VI. "Teacher Corps Film"

Twelve persons viewed the film entitled "1978 Teacher Corps National Conference." The film presented the Teacher Corps Program from a philosophical, as well as from a field-based perspective. The themes underlying this session were sharing and a sense of community. The goal for the session, sharing and socializing, was accomplished as socialization started immediately after the film. No formal evaluation was conducted since the participants' actions spoke louder than written words. The reactions were positive and the film provided a motivation for the informal sharing that developed.

WESTERN RCTR CENTER. "Observation of a Multicultural Community"

"Observation of a Multicultural Community," a bus tour to Redondo Beach. The buses left the hotel approximately an hour late at 4 p.m. Although the trip was scheduled on the program, it was considered by many to be an optional activity. It is difficult to know exactly how many of the participants made the trip; however, approximately 90% of

the participants attended.

Two buses shuttled from the hotel to Redondo Beach. It was a bright and sunny day. Conference planners inserted this activity during the afternoon of the second day and it provided a relaxing retreat from the meeting rooms and presentations. There was some confusion in organizing the departure of the participants. Two or three trips were necessary to deliver all participants to the site.

Redondo Beach was a pleasant mixture of beach, piers that contained a variety of shops, and apartments built on the shoreline. There was a magnificent view of the beach and sea. A huge harbor with individual moorings for small boats was part of this complex. Runners, skaters and cyclists populated the walks and reflected an air of care-free living.

The most interesting part of the beach was the variety of business enterprises that existed on the pier. The pier projected into the water for several hundred yards; shops lined either side. The visitors could walk out onto the pier, parallel the shore, and then return. The shape was similar to a horseshoe. The shops were as different in content as were their operators. There were Chinese restaurants, Italian restaurants and bars, Greek shops and food establishments, lobster houses, fast food chains, jewelry stores operated by Orientals, etc. This was truly a multicultural community in operation.

Many of the participants purchased souveniers of the area -- i.e. objects from the sea, purchases with Redondo Beach written on them, jewelry, balloons, etc. Some basked in the sun, walked in the sand, or discussed conference matters over a snack.

When the time came to return to the hotel the bus was waiting at a convenient spot where all could see it. Departure was easily handled.

All enjoyed the trip and promptly upon return to the hotel the group prepared for the buffet dinner.

The conference planners are to be congratulated upon the timing of this outing and the particular place chosen. All thoroughly enjoyed the experience. The opportunity to leave the hotel, walk, and enjoy the outing did much to rekindle enthusiasm among the group for the remainder of the conference program.

The buffet dinner provided a pleasant eating experience. The meal presented the opportunity to talk of the visit to the beach and conference activities.

CHAPTER FOUR

CULTURES OF THE RCTR CENTERS' COMMUNITY BASED EDUCATION TRAINING CONFERENCES

by

Henrietta Schwartz

I. INTRODUCTION AND PURPOSE

The four Teacher Corps Recruitment and Community Technical Resource (RCTR) Centers planned a national, community based education training effort with the specific purposes of trainsmitting common sets of information, skills, behaviors, and attitudes. Why not then have one national effort? Why have four separate regional events? The four regional conferences were chosen as the mode because another aim of the conference organizers was to accomodate individual project and regional differences and to reduce the anonymity of a large, impersonal training conference. By attempting to "model" collaborative planning and decision-making behavior, the conference organizers hoped that the process, as well as the information shared during the training efforts, would be learned by the participants. The aim of each RCTR Center was to create a temporary system with sufficient cognitive, affective, and ceremonial appeal to provide total immersion for the participants into the complex world of community involvement with schools. The organizers wanted to create a climate or ethos, and a set of patterns of learned beliefs and behaviors which would be powerful enough to persuade participants to take these beliefs and behaviors home and incorporate them into local projects. They wished to create a culture and to diffuse elements of this culture to

all projects. The vehicle chosen to create this culture, this intense temporary system, was a three-day professional training conference in the retreat mode.

The professional conference is the most frequently created temporary system in our society. For example, according to the "Chronicle of Higher Education," each year educators hold over one thousand professional meetings or conferences. The conference is a unique element of our Western culture.[1] These recurring, periodic events can be viewed as a subculture whereby a distinct group of individuals, who share the common elements of the mainstream culture, gather to establish, reaffirm, or celebrate their unique identity. The conference or professional meeting is a temporary system with short-term goals and a high level of personal and group intensity during the course of the meeting. The dictionary definition of "conference" indicates it is "the act of conversing or consulting on a serious matter," or "a formal meeting of a number of people for discussion or consultation." Consequently, the most precious commodity during a conference becomes "air time" -- the amount of time one can legitimately hold the attention of the group or of important individuals. The allocation of seconds, minutes, and hours to individuals and groups for conversing and consulting becomes a primary focus of the conference planners and officiators -- those who control the "air time."

All participants recognize that they must re-enter the permanent systems of which they are a part "back home." Frequently, the most interesting result of the human dynamics at a conference is the extent

[1] Culture here refers to the lifeway of a human group, habitual patterns of learned and inherited beliefs and behavior.

and kind of impact the temporary system has on the host group and on the larger, more permanent system(s) back home. The conference develops a lifeway of its own which does have implications for the sponsoring group. It would seem that the notions drawn from anthropology of cultural universals and of rites, rituals, and ceremonies have usefulness as a framework for viewing the evolution and impact of a conference subculture. The four conferences under investigation are noteworthy in this light since they had the expressed purpose of culture building -- i.e. "creating a sense of community" among the participants, socializing newcomers to a recently created role in federal projects (chairperson of the community council), and introducing them to the responsibilities of the role.

The purpose of this chapter is to present an overview of the "culture" of the four conferences, to trace the common themes among the four, and to describe the unique elements of each. The author first presents the anthropological framework and methodologies used to generate the data related to the commonalities and uniquenesses of the four conferences. In a summary fashion, a description of the similarities and differences among the four events is presented along with a look at the focal themes of this national effort. The viewpoint taken is that of the anthropologist using the constructs of socialization, the rite of passage for individuals, and the rites of solidarity and intensification for groups. The conferences can also be viewed as a ceremony of separation which became more intense with each regional event. Finally, a composite profile of the national conference culture is presented, and an impressionistic summary of the outcomes is offered. It is the wise reader who remembers the old Chinese proverb which says: "One sees what is behind one's eyes." In this case, the pictures presented are the synthesized

mind's eye view of the five investigators who functioned as nonparticipant observers of the national training efforts. This view was synthesized from the four individual conference reports which were prepared after each conference.

II. ANTHROPOLOGICAL CONSTRUCTS AND INTRINSIC EVALUATION

Each of the original documents describing the culture of the four conferences tried to provide as complete as possible a view of the structure, function, and processes of each conference. In each report, the investigators' task was to document the culture of the conference and the participants' responses to the experience by using nonparticipant observation and content analysis as the chief data collection and analysis tools.

It was assumed that any kind of group living implies imposition and attendant strains. Conferences are a form of group living and, consequently, create strains and/or tensions. Participants were engaged in habitual behavior while trying to learn some new ones. The nature of the assignment mandated an ethnographic approach.

A. Cultural Universals

One of the functions of the ethnographer is to document those tensions and how individuals and groups cope with them. Further, no one comes to a conference as a tabula rasa; but each participant brings with him a background of values, norms, special language, technology, economics, decision-making modes, and notions of social structure. The interaction of these habitual patterns with the new ones related to conference participation may result in learnings, conflicts, new relationships, or any com-

bination of these events.

One can view these phenomena in terms of some commonly-accepted anthropological constructs called universals.[1] These universals are learned by neophytes to the culture as they interact with experienced members of the group and learn the values, skills, knowledge, and attitudes promoted at the conference. This whole procedure is known as socialization.

There are about eight universal cultural components which can be identified. Each group has some way of handling these universal aspects of behavior, but each culture or subculture displays a unique way of doing so. These uniquenesses are highlighted during the conference — the ceremonies, rites, and rituals of the professional groups. For example, all cultures and subcultures have a value system which indicates what ought to be the preferred ways of doing things or believing what is good and what is bad. All have a cosmology or world view which specifies what constitutes reality in their program. Each has some form of social organization which governs individual and group relationships even to the point of determining forms of verbal address. Each system has a technology, a body of knowledge and skills used to perform the tasks necessary for the system to function and survive. There is an economic system which regulates the allocation of goods and services in the program. Further, there is a form of decision-making or governance or political system regulating individual and institutional behavior which specifies how decisions are made and who participates in what decision. Typically, there is a special language uniquely suited to the focal activities and known to the ini-

[1] M. Herskovits, Man and His Works. New York: Alfred Knopf, 1949.

tiated. Finally, there is a socialization or educational process which regularizes the transmission of knowledge to the unlearned ones in the group. This is only one of many conceptual frameworks which anthropologists use to look at the world. However, it seemed particularly useful in describing the events of the four conferences. It is this model which is used to synthesize the qualitative findings generated by the four reports prepared by the ethnographer teams.

B. Rites and Ceremonies

As common practices among the four conferences are revealed, they will be viewed in light of the nature of the socialization experience, For example, some of the common events functioned as a rite of passage,[1] a process through a change of status from newcomer to accepted member of the group, from follower to acknowledged leader. The rite of passage typically involves three states: separation, transition, and incorporation. A public ceremony celebrates the conclusion of the rite, such as a marriage ceremony or a puberty ritual or the awarding of a certificate. The ceremony lets the rest of the group know that the individual has achieved a new status. Rites of solidarity, in which the group reaffirms its identity as members of the "Teacher Corps family," and rites of intensification, when the group renews its commitment to the core values of the program in preparation to act as a group against threats from the "outside," are also identified as common elements of the four conferences. In those instances where one of the four events featured a particularly

[1] Arnold Van Gennap, Rites of Passage. Chicago: University of Chicago Press, 1962.

effective unique rite, ritual, or ceremony, this singular experience is described and analyzed. Finally, the recognition that this event was the last large group activity sponsored by the RCTR Centers gradually evolved into a subtle ceremony of separation. This is described and analyzed from the perspective of closing one phase and preparing the group for another stage of development.

It should be remembered that the focus here is descriptive and not comparative. However, it should be stated that in some ways the comments are evaluative from the perspective of an instrinsic evaluation mode.

C. Instrinsic or Goal-Free Evaluation

The five major expressed goals of the conferences stated earlier and the effectiveness of the training in the four skill areas are viewed as global goals for the national effort. Had the conference planners wanted specific information concerning how much participants learned at each conference, a pre-test and post-test of knowledge gained might have been used. Had the conference planners wished participants to demonstrate skills in collaborative decision-making, for example, a simulation activity to permit demonstration of learned behaviors might have been planned at each of the four conferences. However, the conference planners had only three days in which to do many things. Therefore, any assessment of goal accomplishment had to be viewed in a kind of goal-free[1] evaluation framework. The goal-free model posits that if the intended effects are being achieved, they should catch the attention of the evaluator and be revealed in the behavior, self reports, and assessment of participants. The formative and summative evaluation forms tapped participants' re-

[1] M. Scriven, "Goal-Free Evaluation," in E.R. House (ed.) School Evaluation: The Politics and Process. Berkely: McCutchan, 1973, pp. 319-328.

sponses to the statements concerning goal accomplishment and were summarized earlier in the chapter by Olson.

This flexible intrinsic evaluation approach has other advantages.[1] Intrinsic or goal-free evaluation may detect unique accomplishments and efforts not planned for by the planners. Frequently, evaluators find what they are told to look for and little else. They tend to ignore or overlook that which is not related to a stated goal. By using both approaches -- that is, viewing the participants' responses to the formal evaluation which tapped the conference goals, and then, using the ethnographic method of attempting to capture the climates and subcultures of the conferences without concerted attention to program intent -- the investigators were able to discover those serendipitous elements of the activities which were both productive and unproductive. For example, if one of the unintended results of the national effort was to let participants know that much time and a long attention span were valuable characteristics in a community council chairperson, then the long and full agendas for each of the four conferences accomplished this purpose.

III. THE METHODOLOGY AND LIMITATIONS

The data generated for each of four separate reports documenting the culture of each of the four conferences was collected by nonparticipant observers working in the naturalistic inquiry mode. Thematic content analysis was used to derive patterns from the data. A more complete

[1] G.F. Kneller, "Goal-Free Evaluation." Evaluation Comment. (1972:3), pp. 7-8.

description of the research techniques used to prepare the four individual reports may be found in a variety of other sources.[1] The multiple methodologies included participant and nonparticipant observation, formal and informal interviews, analysis of demographic data, content analysis of conference documents, post-meeting reaction sheets, and the reports of other evaluators. In combination, the data allowed for a comprehensive description of each conference culture.

To prepare the synthesis presented here, the four individual conference reports were content analyzed by theme in each of the cultural universal categories described earlier. If a behavior or theme appeared in all four reports, this item was coded as a commonality across the cultures of the four conferences. If a behavior or theme appeared in just one of the four and had some impact on the ethos of the conference, then it was coded as a uniqueness. For example, all four conferences used a cartoonist documentor as one of the concluding events. His function was to graphically capture and comment on important events in the three days. Several of the over sixty cartoons he used at each conference were used at all four of them; others were unique to a given conference. But his function in the national picture was to reinforce core values and group identity; so his presentation became a rite of solidarity and, in two of the four conferneces, a ceremony of separation.

When there was some question about the findings reported in each of the conferences reports, original field notes and conferences materials

[1] H. Schwartz, "The Culture of a Conference: A Goal-Free Evaluation of the Youth Advocacy Loop Conference." Student Initiated Activities: A Strategy in Youth Advocacy. Teacher Corps Youth Advocacy Loop, University of Vermont, 1978.

were consulted to clarify coding. Finally, three members of the investigative team were consulted and consensus was reached in the cross-conference analysis.

Limitations

This summary study has the same constraints as the four original conference reports. To quote:

> Given the limited duration of the temporary system of the conference culture, some structure was necessary and, as such, may have prevented the observers from capturing elements outside this structure. The cultural universals structure seemed sufficiently global to incorporate most of the data collected. There was no time for indepth key-informant interviews with all principal actors in the culture or for a thorough analysis of all conference materials. The small group sessions were observed by one member of the team, while the large group sessions were observed by three persons who then had an opportunity to compare notes and validate observations. Finally, as in any research activity, the investigators' own biases and limitations must be taken into account as one reads the findings presented in the next section.
>
> The specific limitations of this synthesis are those of any secondary analysis with one caveat. This secondary analysis is being done by a first-hand observer of half of the conferences, with a review by two other observers who observed all four of the conferences.

IV. COMMONALITIES AND UNIQUENESSES AMONG THE CONFERENCE CULTURES

Certain themes permeated the formal and informal activities of all four conferences and were consistently commented upon by the observers. These themes characterize the climate or ethos of the national RCTR training effort. They were:

- Sharing of all of the resources of the group, as expressed by courtesy, hospitality, equal distribution of resources, and exchange of successful and unsuccessful practices. In three of the four conferences there was an expressed trust level for other conference participants or

one's "like number." In the fourth conference it was expected that experiences would be shared and rationalized with staff members of the other projects. At times this became a competitive word game.

• Task Orientation, as expressed by a no-nonsense attitude toward the work of the conference, the demands made by the conference leaders, perseverance, note-taking, attentiveness, participation, and implicit and expressed commitment to the importance of the tasks. Three of the conferences featured participants who were, for the most part, accepting and who did as they were told. In one of the conferences, participants adopted a bit of a "show me" disposition -- a questioning of the demands made by conference leaders and ready attention only to those tasks which were perceived as providing useful information.

• Respect for Leaders who displayed expertise, humanity, humor, respect for tradition, organization, and exhibited a sound knowledge base which they shared.

A. General Principles of the Conferences Planning

Those responsible for planning and operating the conferences, the national planning team and the four RCTR Center directors and staffs, seemingly had some ground rules for establishing the culture. The operative assumptions were:

1. Group dynamics and modeling behavior count. The conference staff must show people how to work with each other by modeling such behavior among their group and with participants.
2. Everything must be planned carefully; but, if necessary, change the agenda to meet needs. In two of the four conferences, a firm hand was kept on the agenda and the allocation of time.

In another, the expectation was that there would be some changes to be accommodated and not resisted. In the fourth, there was staff-expressed resistance to changing the agenda and programming, but ultimately, participants were accomodated.

3. Go heavy on staffing. Hire the best unstintingly. At one conference the hired consultant group was relied upon to smooth over the rough spots in the agenda and to come through in a crunch. For the most part, the staff and consultants rarely got into each other's way, but instead, complemented each other.
4. Provide time for recreation and attend to the creature comforts of the participants. In three of the conferences this was done by providing breaks, providing carefully selected menus for meals, designating rest areas, providing coffee and other refreshments, and allowing for individual, informal interaction. One agenda featured a field trip by bus to a local tourist attraction during the day. Another conference exchanged food for time. The heavy schedule was accompanied by a constant flow of cokes, soda pop, fruit, coffee, etc. In just one of the four conferences were a few complaints noted concerning food and accomodations.

At two of the conferences, the consultants and staff were instructed about the expectations for personal behaviors and style. In one of the conferences, the consultants were instructed to be down-to-earth, open, and accepting. At another they were told to "be folksy." This was perceived as a means of being effective as an expert and yet not alienating clients. This style is unique to the conference region. The per-

formance of this "folksy" conference staff demonstrated that experts in group relations should not be overbearing or seek any kind of special treatment. The staff demonstrated that warmth and expertise could both be shown in an appropriate way.

B. Scheduling the Conferences

In three of the four conferences, the commitment to task and the need to impart the maximum amount of information in the limited time mandated the heavy and tight agendas. In the fourth, staff seemed to assume the information orientation of the participants called for twelve-hour days, but with long break times. During the breaks, participants could seek out individuals from the Teacher Corps National Office and interact with these information bearers. All four conference schedules called for a meshing of large and small group sessions.

In two of the four conferences, large group sessions usually featured a lecture with some time for questions and discussion. In one conference, where the message that "information is power" was repeated frequently, visual effects were frequently employed, thereby reducing listening fa tigue. In one conference, consultants were specifically instructed not to use lectures, but they could do a lecturette — a short, pithy, humorous talk to the large group of no more than fifteen minutes, to be followed by activities, role playing, show and tell, etc. The amount and high quality of the pre-conference "dress rehearsal" enhanced the smooth operation of a very complex, rich interactive agenda.

It should be noted that in all four conferences hired consultants were provided with instructions, pre-conference materials, a planning day,

and a richness of materials and services to be envied by any consultant. The hotel facilities were more than adequate in terms of the resources provided. In two instances, hotels near airports were used; in the other two, in-town hotels were the conference sites. This is noted as a preface to a comment concerning participation in the planned activities of the four conferences. Across the four events, attendance and participation in the formal agenda activities were well over 70 percent. Conferences held at airport hotels had slightly better attendance ratios than those of the in-town group.

C. Respect for Leadership: Culture Heroes

For the most part, the staffs of the four conferences performed their roles with confidence and energy, and demonstrated the power and skill to adjust and rearrange to meet participants' needs. In one conference, the ability to regroup after a slow beginning was astonishing; at another, the staff display of warmth and acceptance immediately put newcomers at ease. The consistency of this staff's hospitable behavior and the smooth program flow accelerated the development of a productive culture. There was a congruence in staff behavior among the four conferences because many of the same people were involved in the same slots on each of the agendas. It was the participants who made each conference culture unique.

Although all of the participants were related to the community efforts of the Teacher Corps Program and many were chairpersons of community councils, the four groups were very different. Two of the groups were ethnically and demographically very diverse: one was largely urban, and the other was ethnically quite homogeneous -- small town and rural.

It should be noted that the urban group not only respected competence, but demanded it. They were impatient with leaders who gave them information they did not percieve as useful. For the urban group, the culture heroes were those who could share useful, "powerful," "inside" information.

Participants in the small town, rural group were aware of the rules of conferencing in that they played the role of neophytes, charming naifs, and warm and beautiful people. Conferences tend to exaggerate roles. What emerged in the small group work sessions, however, was a cadre of indigenous, charismatic leaders -- persuasive, charming, smart, and able to show opposition to the "experts" when appropriate, but always politely.

Another conference had groups of participants from big cities, small towns, Native American reservations, and a cross section of Middle America. This group responded with perseverance, reticence, and near passivity. Few spontaneous leaders emerged, with the exception of several American Indian males who were viewed as exotic by the non-Indian participants and, therefore, were accorded special attention. A few, relatively sophisticated women from urban settings emerged as informal leaders in small-group or after-hours settings.

The fourth and most diverse conference group represented a wide range of geographic and ethnic backgrounds. Their "back home" settings had little in common with one another; consequently, their responses to conference events were diverse. They acted appropriately in the formal sessions, but there was much concern with local affairs in the small group and informal interactions. Seemingly, local events shut out consideration of the conference themes the first day or so. They respected competence and organization and generally followed staff leads. They respected di-

versity and slowly evolved common patterns of belief and behavior for the duration of the conference. These commonalities were more evident in their responses to one another than to staff or conference themes.

D. Cultural Universals

In viewing the four conferences as subcultures of a national culture, certain patterns emerged. In terms of the eight universal patterns described earlier, the commonalities and uniquenesses of the cultures of the RCTR Center's national "Community Based Education Training Conferences" can be described as follows.

Cosmology. The common elements of reality for the four groups included: a belief in egalatarianism; parity for community input into project decision-making; understanding of the dual role of the community chairperson as a policy-maker and as a community leader; the problems related to low status of the role; and the need to exercise community leadership, collaboration, and power-brokering as strategies to accomplish project goals. The newness of the role and the need to establish a power base on an equal footing with the school and university was the framework for many of the events for all of the conferences. In two of the four, much attention was paid to "children as a valued resource."

Although the commonalities predominated as cross-conference themes, each conference was a unique subculture; therefore, each had a slightly different view of reality. For one of the conferences, the expectation and behavior was that the RCTR Center staff was to maintain a low profile and not exercise direction over the time allocations of the conference. This had implications for how this precious conference resourse was used.

In another one of the conferences, staff was expected to be, and was,

very visible. As a result, the staff enforced consistency and predictability in conference events. The reality for this group was focused on the importance of leadership and knowledge acquisition for the community chairperson.

The conference which had the most diverse group of participants featured planning as a key to power for the community chairpersons; but participants were not convinced of the veracity of this emphasis by the conference staff. The activities of this conference stressed the role of the chairperson as a community leader rather than as one who could achieve parity in the policy-making structure of the project. In this group, the RCTR Center staff and the consultants responded to problems with the agenda by rearranging and regrouping individual sessions.

In the fourth conference, the Teacher Corps Washington staff was very visible, and the participants perceived themselves as having status and power. Contrary to the other confereces, these participants were not passive or conforming. Rather, they adopted a "Show me, I dare you!" attitude and insisted upon obtaining answers to their questions regardless of the item on the agenda. Realilty for this group might be described as "Information is Power." Therefore, requests for information had to be instantly accomodated, for the participants seemingly were seeking power in policy-making at the project level and beyond.

Values. The preferred ways of behaving and believing — which were the "ought" statements for all four conferences — stressed sharing, courtesy, hospitality, respect for status, respect for expertise, concern for equity and being open and friendly. In three of the conferences value is shown for an active demonstration of task orientation and exhibition of trust.

In two of the conferences, the norm for attendance seemed to be full participation or absence from a session; in the other two, participants could attend parts of sessions and come in and out without sanctions.

In the conference which had the most homogeneous population, time was the most valued commodity, and a "down home" version of group dynamics as a process for accomplishing conference goals was prized. This group valued humor, optimism, input from the local level, and an active respect for regional traditions.

In one of the conferences, there were evidences of tension between two of the values -- respect for the persons of status or in status positions and the concern for equity. This tension became visible in the allocation of time and in deciding who had a more legitimate claim on the agenda -- participants or consultants.

In the conference which featured a relatively sophisticated urban participant group, only those leaders who could privide "inside information" to participants' questions were given deference.

It should be noted that in the areas of Cosmology and Values, the four conferences had more commonalities than differences. The national planning effort did establish a framework, a world view that was, for the most part, accepted and implemented by each of the four groups. None of the unique features noted in either area were sufficiently atypical to subvert the purposes of the national training activity; and in one instance, the uniquenesses enhanced the effectiveness of the event. Social Organization. The patterns of relationships among the various roles and role incumbents across the four conferences displayed regularities of association along the lines of age, experience in projects, expertise, formal role, sex, and relationship to the Teacher Corps National

Office. That is, at all four events, young people tended to interact more often with other young people than across age lines, women spent more time with other women by sitting together during sessions, meals, etc. Consultants interacted more often with other consultants, staff persons with other staff persons, and "Old Timers" more frequently with other "Old Timers." "Like numbers" in projects were more often seen in each other's company than were cross-role groups during the formal and informal sessions. In three of the four events, the informal, intact project groupings determined seating patterns and choice of partners for meals, etc. In three of the conferences, the racial or ethnic affiliation of the participant was related to seating patterns and choices of companions in the informal settings. In three of the four, a relatively flat, dual-status hierarchy of participant-presentor existed.

In one of the conferences, the status of the participant was related to the formal role held in the project or in the conference setting. Leadership was attributed to directors, consultants, and federal officers; perceived low-status participants were expected to be passive and non-assertive. They were. For this group, cross-role interaction was observed almost exclusively in the informal, after-hours settings. During the formal sessions, deference was given to consultants and presentors; and they were not questioned or challenged.

Another group featured a pronounced status system with special privileges and special deference being given to the consultant group, and more particularly, male minority consultants who could violate the norm of courtesy with sanctions.

The most homogeneous participant group of the four conferences en-

couraged and rewarded extrovertive behavior from participants in contrast to the passive and non-agressive behavior expected by the first group described above. In this group, leadership could be gained by participants who made meaningful, humorous, and well-presented contributions to discussion. Status was shared among presentors and participants, depending upon the situation and the quality of the input.

In the fourth group, there was, again, little distinction among participant and presentor, but this was an unexpected behavior on the part of participants and not entirely welcomed by the consultants or staff. In this group, everyone perceived himself or herself to be an "expert" with special deference shown only to those persons from the Teacher Corps National Office who had access to "inside information."

Socialization. The strategies used to regularize the transmission of the knowledge, skills, beliefs, and behaviors of the culture to the newcomers which were common to the four conferences included much modeling behavior on the part of the RCTR Centers' staffs and, to some extent, on the part of the consultants. At all four events, staff were attentive, attended almost all sessions, and quickly and openly shared information with newcomers, both formally and informally. One conference built time into the formal agenda for peer sharing. The gentle training of newcomers was a hallmark of the national effort with much patient one-to-one instruction by the experienced to the neophyte. Positive reinforcement was used to transmit information and skills to community council chairpersons, and only rarely were direct reprimands used when some sacred principle was violated -- i.e. the principle of parity -- which in three instances was threatened by remarks made by a project director and once

by a public school administrator.

In three of the four conferences, negative sanctions were never observed, and the model behavior included encouragement, praise, applause, and verbal kudos for "Teacher Corps" behavior exhibited by participants, especially newcomers.

In two of the three events, peer and cross-role, after-hours socializing was a major socialization device; being asked to dinner or a party sometimes represented a "rite of passage" for the newcomer. Similarly, in these same two conferences, the large group training sessions became rites of solidarity where the identity of the "Teacher Corps family" was reaffirmed and "belongingness" was emphasized.

In one of the conferences, there were some "dropouts" who missed whole sessions; in another, temporary non-participants clustered in halls and meeting places in the hotel to exchange or obtain "inside information." The most diverse group of conference participants became more truant as the conference days passed, and the most homogeneous group had virtually no dropouts because the absence of an individual was noticed and openly commented upon by peers. Overall, however, most of the sessions were well-attended and this norm was transmitted gently, but firmly.

There were several unique features to the socialization patterns of three of the four conferences. The most notable are now discussed. In the conference with the most homogeneous participant group, natural leaders emerged in a public ceremony resembling either a rite of passage for a newcomer or a rite of intensification for the experienced participant. In the latter ceremony, the experienced member of the group made a public announcement of the "goodness" of the activities of the project in light of the many obstacles facing the project. The speaker usually exhorted

others to intensify their faith in the value of the project to better overcome the forces of evil. A mixed vocabulary of regional idioms and Teacher Corps technical jargon characterized these pronouncements which were extremely effective. Those few participants who did violate norms were mildly chastized and were viewed as "slow learners." An overt violation of the norms brought visible staff and peer sanctions for those who were perceived to be selfish, lazy, close-minded, and elitist in beliefs and behaviors. Similarly, visible, large group rewards and extravagant verbal praise and other demonstrations were given to those who exhibited meritorious behavior. This group used negative sanctions for the consultants who did not prepare their presentations or violated the three B's in their presentations and were not "Brief," "Brilliant," and "Be Seated."

In the conference featuring the most diverse group, an informal buddy system developed where the experienced participants and staff deliberately sought out the newcomers to socialize them informally. In the group where "Information Was Power," the newcomer was encouraged to engage in confrontive behavior. This was the accepted way to get information. Deference was, by example, reserved for VIP's, and newcomers who attempted to give deference to others were mildly ridiculed by the old-timers. The socialization of consultants was dependent on reprimand from participants and staff. "You did not give us the real dope on _____ _____ _____." This adversarial response frequently forced consultants to change their plans and respond to the expectations of the small group they were working with.

Overall, the socialization devices were positive reinforcement, forced mixing, one-on-one activity, and respect for authority (variously defined). Observations of the four events revealed that no one was ever

expelled, excluded, insulted, or ostracized. Inclusion rather than exclusion was the modal behavior at all four events.

Technology. A well-established body of knowledge and skills was demonstrated to participants to assist them in performing the tasks necessary for their projects to function and survive. The conferences used various displays of "high technology" — sophisticated mechanical and audiovisual equipment, in addition to complex evaluation devices and processes, and rich and varied oral language patterns. In one or two instances, art objects were used to describe the ethos of a local project. There were more commonalities across the four conferences in this aspect of their national culture than in most other areas. All used varied instructional modes and materials to instruct newcomers, practiced public speaking techniques, and featured technical vocabularies replete with Teacher Corps jargon, group process phrases, good management axioms, large and small group discussions, and much written material. Notetaking behavior was evidenced at all four conferences, as was discussion, the use of multimedia material, and cartoon art. Three of the four used lectures as a mode of delivery, and three used simulation and role playing as a common instructional strategy. In terms of content, all systems featured informatrion about techniques of planning, implementation, and evaluation; and within this group, two conferences stressed the planning process as a major survival device.

The uniqueness had to do with degrees of emphasis placed on one or more aspects of the technology by each of the conferences. Basically, all delivered the same content in different ways. For example, two of the conferences delivered much of the norm socialization events in the Center-

sponsored "Hospitality Suite" in rather informal meetings.

One of the conferences clearly defined "being folksy" as necessary behavior in the group and admired those participants and presentors who had "show and tell" skills. This group exchanged food for time on the agenda quite effectively and relied on extensive expert staffing to transmit knowledge and skills in a parsimonious time frame, which permitted little deviation.

Another group felt that knowledge and skills could be best transmitted in a flexible time frame with built-in breaks and fun time in the agenda. This group also relied heavily on the technique of "the expert lecture" and description of theoretical models to transmit information; they also focused on organizational development skills required by community council chairpersons or any leader to acquire status and power. It is noteworthy that there was little humor displayed either by participants or presentors in this, the most diverse group. The staff were frequently put into the role of "rescuers" of the focus of the meeting in the shifting eddies of the flexible schedule.

Two of the groups depended heavily on the use of humor to deliver the knowledge and skills, but in very different ways. One used idiomatic language and exaggeration, funny personal experiences and ridiculous stories to make a point. The other group used satire, deliberate understatement and sometimes cutting remarks to do the same thing. In the latter, the staff frequently functioned as "rescuers" to keep cutting remarks from falling over the edge of insult or cruelty. Given the backgrounds and expectations of the groups, both techniques were seemingly appropriate for their respective audiences.

In summary, the four conferences featured complex, technological,

varied processes and products to function and accomplish their goals.

Economics. The allocation of goods and services during each of the four conferences was determined by the staff. The conference systems were surplus economies with the exception of air time which was in scarce supply and was carefully controlled or captured and held by presentors. Participants could have input into the system by giving or withholding participation in the activities or by giving or withholding their attention.

In one of the groups, the participants did make a successful attempt to control the time for a goodly portion of the conference. All four events created "haves" and "have-nots" by the allocation of air time. The status of being a "have" or "have-not" was determined by the amount of time any one or group of individuals could talk to or capture the attention of the large group of participants. In small group sessions, there were more "haves" and fewer "have-nots." Presentors at all four events were the "haves."

All four of the conferences featured a surplus of materials for participants to take home. Fiscal supports for travel, etc. were more than adequate, and the facilities and amenities ranged from adequate to excellent food and accomodations. These amenities and supports were equally distributed to all participants; and where there were some slight inequities, like an inadequate room or special diet request, the staff immediately attended to these needs. It was a most comfortable culture in terms of physical well-being. Utilization of time was the major factor in determining the differences between a stable economy and an uncertain one.

In two of the conferences the days were long and loosely structured, and time was not used economically. The message being given was that participants' listening time was infinite, and presentors talking time stretched on. Participants' talking time was limited.

In another conference, the flexibility of the schedule was valued over the time allocation itself. So much time was spent in discussion among staff, consultants, and participants about what should be done to the agenda "to follow time for this..." or "allow time for that...", when the time was finally allocated, it was diminished considerably by the time given to the discussion of its utilization.

One of the conferences used this precious resource very effectively and efficiently. Participants commented on and liked the tight schedule, lack of breaks, limited time allocated to consultants, and built-in participant discussion time. Much of this was accomplished because the center staff put all necessary technical information in writing and sent it ahead to the consultants and then required a structured session plan from each consultant. A "dress rehearsal" of presentations was held before the conference with "hard nosed" critiques and threats of what would happen to consultants who talked too long or "lectured." Consequently, there were fewer "have-nots" in this group than in the others. Part of the effectiveness of this technique must be attributed to the fact that this was the most homogeneous group and the group which established norms most rapidly through language and other familiar background characteristics.

For the most part, all involved in each of the conferences received equal shares of goods, products, physical services, and support. The only observed inequity in the economic system had to do with the allocation of

the precious resource of time. This is a common occurrence in most finite, temporary systems.

Governance. In this area of decision-making and those processes which regulated the individual and group participation in decisions and how they got made, there were more differences among the four conferences than commonalities. The chief commonality was that decision-making in the planning and implementation of each of the four conferences was controlled by the staff and the planning resource team. The decisions were made by this staff/consultant oligarchy or, in one instance, were leader directed. Discussions were not egalitarian -- there was no voting about what would and what would not be included in the agenda; and, in rare instances, in two of the pre-conference sessions, consensus was the mode used to reach a decision. The planning for the four events was characterized by some shared decision-making; but the conference implementation governance pattern was staff and presentor-directed. It is true that in three of the four conferences, some input from the participants concerning the schedule and running overtime was allowed to influence a decision. This same group exhibited some influence and power brokering among consultants, staff, and "old timers" about small group sessions. Otherwise, the assumption was that decisions related to group behavior and conference flow was the province of the staff and consultants.

In one group, the responses to governance by the ruling group resulted in some dropouts, an extensive examination of leadership in small and large group sessions, leader-resolved conflicts with one or two mild exceptions, and passive acceptance of decisions made by the planners. In another group, there were again, a few mild challenges to some of the

functional decisions, but the oligarchial leadership developed its own unique lifeway and participants expected them to resolve conflicts.

In the two most diverse groups, leadership was challenged by participants, briefly lost, and quickly regained by staff by reasserting control over the agenda. In one of these groups, the leadership by the ruling group was not accepted passively, but was actively challenged in a confrontaton mode by participants. In the large group sessons, the leadership group, using the person of a staff member, usually won these control confrontations; but in the small group sessions, participants frequently took over the agenda and the decision-making structure and did "their own thing." From time to time, participants resolved conflicts by practicing Barnard's principle of authority[1] and withholding their willingness to participate in the proceedings. But this behavior was not exhibited during those sessions when persons of status from the Teacher Corps National office were present. Lest this sound like a confrontation conference, such was not the case. Of the total conference time, participants challenged the decision-making procedures perhaps a total of a quarter of the time. Further, in the resolution of some of the issues, participants learned lessons about negotiation by direct experience.

[1] Chester Barnard. The Functions of the Executive. Cambridge: Harvard University Press, 1968.

Language. The technical vocabulary known to the initiated was the topic of each beginning session for each of the conferences. Communication was a key goal of the conferences. Therefore, the language of the Teacher Corps Program and the projects was commented on, and newcomers were introduced to special terms like "intern," "RCTR," "site coordinator," "program development specialist," "parity," "collaboration," etc. In addition to the specialized vocabulary, the speech patterns of the presentors were those of educated persons, even when they were being "folksy." Similarly, the participants took care with their oral communication and spoke as they heard the staff and consultants speaking. In three of the groups, the "old timers" made a point of explaining terms to the newcomers in informal and formal settings. In these groups, the acquisition of the language and the technical vocabulary was a part of the rite of passage for a newcomer, a way of achieving status in the group.

In three of the groups, the lack of precision in the definition of terms like parity and collaboration did not always enhance communication or facilitate the understanding of national goals. More exposure time was needed for the newcomers to explore the operational meanings of the complex terms used to describe Teacher Corps processes.

In one group, using "educated" talk was discouraged, idiomatic speech was encouraged, and the best users of the "down home" vernacular were high status persons. The vernacular enhanced communication.

Two of the four groups sprinkled group-process terms liberally in their speech and instructed newcomers in the arcane art of using phrases like: "May I respond to that?" and "Let me see if I really heard you..." One group gave status to and encouraged all to use very sophisticated

or pseudo-sophisticated language to impress newcomers and did not always make clear or explain the convoluted usage of ordinary terms.

But for the most part, the language of the four conferences did what it had to do. It communicated ideas, skills, knowledge, feelings, beliefs, and explanations for behavior to newcomers. It renewed the core values of the group and prepared them to reaffirm their identity as a national project to their constituencies back home. It helped community chairpersons develop a sense of solidarity and to intensify their commitment to work with the projects in their schools and communities. The language served as part of a successful rite of passage, rite of solidarity, and rite of intensification. Each of these public ceremonies was marked by language and other symbolic behavior.

V. SUMMARY

The intense three-day conferences held in the four separate regions of the country did create a cross-conference culture which permitted community council chairpersons to feel that they were part of a system beyond their own project. Each of the four conferences did establish its own unique sense of community with common elements among the four as indicated earlier. Each established a network of relationships, contacts, and expert consultant sources which the community council chairperson at the local level could draw upon if they choose to do so.

Each conference featured events to induct newcomers, to renew the enthusiasm of the "old timers," and to prepare for the "back home" battle. Each gave the participants and the consultants a sense of status — "I am worthy as a person and a worker in the project." Each conference gave a

sense of security to all -- "I am not alone." By providing participants an opportunity to relate to other members of their role group who shared similar concerns and problems, many participants left with the feeling, "I am better off than some." Each conference gave a sense of sociability -- "These are really a nice group of people, and I want to see them again." Any culture which can meet the security, status, and sociability needs of most of its members is a productive system.

CHAPTER FIVE

PERSPECTIVES: WHAT WORKED AND WHY

by

Henrietta Schwartz

The preceeding chapters provide a reasonably comprehensive view of the national effort to train community council chairpersons in Teacher Corps projects. The first section described the major goals and objectives of the training effort. To meet these goals, the planners' design of the national training conferences featured a set of common cores of content: 1) The history of the community effort in Teacher Corps; 2) The sharing of new beginnings at the local project level; 3) The two worlds of the community council chairperson as a leader and a policy-maker; and 4) ways to use the techniques of planning, implementation, and evaluation to operate a project successfully. In addition, a complex external and internal evaluation system was used to measure the degree to which the goals were accomplished and to determine whether the means of accomplishment were appropriate and productive.

Several sections are devoted to product and process evaluation data. An extensive description of the cultures developed by the conferences, noting the uniquenesses of each of the four conferences and the commonalities across the four events, is presented. In summary, what has gone before represents a synthesis of volumes of data and individual and group effort concerning the national training activity as realized in four regional conferences. Now it is timely and fitting to step back and ask, so what? What was learned which can be of use to others? What are the items still requiring attention? What about the serendipitous

occurrences? What should be done the same? What should be done differently? What happened at the four regional conferences which can have an impact at the local level?

Many of the suggested answers to these questions represent inferential leaps from limited data; some are based on the informed judgment of the observers/evaluators and on little else. Others are based on participants' responses to conference evaluation forms. The single important missing cluster of data, which is still available, is the participants' responses (six or more months after the event) to the questions: "What did you learn at the conference that you have applied to your activities at the project level? Did the skill/learning work? If not, why not? If you were to put together another training conference on just two topics, what would they be?" The current time-line did not permit the gathering and analysis of these types of responses. But let us try to frame sensible responses to the questions posed.

"What worked? -- What was learned which can be of use to others?"

Seemingly, one of the most successful aspects of the conferences was the modeling behavior displayed by staff. Staff persons -- those attached to RCTR Centers -- were dedicated, helpful, and hardworking; they displayed behavior which was inclusive and enforced the core values of Teacher Corps. By example, these behaviors, beliefs, and expectations were transmitted to participants; for the most part, they strove to meet staff expectations. In those instances where presentors did not model these behaviors, where consultants formed an elite rather than egalitarian group, participants also modeled this behavior. In the one conference where the staff monitored the behavior of the presentor and consultant group carefully, the less than desirable behaviors were virtually

never exhibited.

The conferences did contribute to the cross-roll understanding of the project director and the community council chairpersons regarding the demands of each other's role. Community council chairpersons gained an understanding of the complexity of the directors' role in the inter-agency agreement, of the value of negotiating skills and the need to establish contacts at all levels of the participating organizations, and of the delicate balance act required to truly achieve parity. Similarly, the directors came to understand that the chairperson is a leader of a community constituency, a role which requires a different set of behaviors from that of an equal partner in making policy on the policy board. In this discussion of role expectations and conflicts, the chairpersons developed a better understanding of the dual nature of their role and of the situational nature of their behavior in the role.

The conferences functioned as a useful rite of passage for the new chairpersons and provided a salubrious entry into the Teacher Corps system, away from the daily grind of the "back home" problems. Chairpersons did get a simulated experience that illustrated the tensions and developmental nature of the community role in the federal project; they also came to understand that their local project had to include them, or there would be no local project -- by federal decree. Therefore, the power and uncertainty inherent in the community presence and the elevation of the community council chairperson to an equal in governance was communicated to the participants.

Local project personnel participating in the regional conferences learned valuable things about conferencing -- about how to plan and design a conference, about where to get resources, and about how to structure

an agenda. By example and participation, the skills of conferencing were transmitted to the participants.

Finally, project personnel learned that they had to develop local supports, since the RCTR Centers would no longer be available. Unless they developed their own repertoire of resources at home and abroad, they would always be "starting to begin."

"What are the items still requiring attention?"

Most of these items have been commented on in some detail in preceeding chapters. Briefly then, attention must be given to funding resources to assist community council chairpersons to achieve success in their dual role. It would be tragic if the conferences motivated communities to engage in some activities which required modest, additional resources which were not available since the RCTR Center structure had been dismantled with no replacement. Attention must be paid to the heterogeneity of the conference participants. Generally speaking, the more homogeneous the group, the more successful the conference -- all else being equal. Attention must be given to the need to train the professional to accept different agendas for different purposes. The format for, and issues important to, a network meeting may not be appropriate to the needs of the community groups or the agenda of a training event. Attention must be given to the questons swirling around resource allocation to non-project entities -- to networks, to dissemination centers, to other contractors -- for these issues can sidetrack the most carefully planned agenda. Finally, attention must be given to developing incentives for "good behavior" and sanctions for unwanted behavior. If a presentor does not do the job expected, why is he or she used again? If a presentation runs too long, why isn't it cut? How do the "loners" in the group

get included?

"What about the unexpected occurrences?"

For the most part, staff were able to capitalize on the positive unplanned events and reduce the negative impact of the others. The use of the cartoon evaluation session at the end of the conferences was sheer genius and allowed participants to view themselves with humor, compassion, and new learnings. It is doubtful that planners expected that this event would be as productive and affectively rewarding to participants as it was.

"What should be done the same?"

The content -- pre-planning, multiple evaluation strategies, physical facilities, and 70 to 80 percent of the consultant group was worthy of repetition.

"What should be done differently?"

The allocation of time must be more evenly distributed among presentors and participants, and a rigorous approach to re-employment of consultants must be adopted. More variety in three of the four conference formats is suggested as is the increased use of varied delivery strategies.

Assuming that the goals are to build a set of common beliefs and behaviors and to create a culture, then more attention must be given to the rites, rituals and ceremonies required to do this. A deliberate discussion of how new-comers will be socialized and inducted into the system must be held prior to the conference and conscious strategies must be built into the agenda to do these things. Most of the individual induction into the system took place outside of the formal agenda in three of the four conferences. One built in the process. Giving the more experienced members of the group an event which renewed their identity and

enthusiasm was a more frequent occurrence among the four conferences. There were more examples of rite of solidarity and intensification built into the agendas in the form of stirring remarks by national culture heroes and chances to engage in "mobilizaton" activities for the coming battles. Whether these were built in by default or by design is not certain and this process should be made explicit to clarify goals.

" What happened in the national event which can have an impact at the local level?"

Someone should ask this question and summarize the answers. In the absence of these data, the best that can be claimed is that in terms of the specified goals, the conferences seemed to create cultures and cross-cultural systems characterized by values of sharing, trust, egalitarianism, and inclusion. Members of the cultures were hospitable, courteous and task-oriented, but with a series of distinct status levels operating. Consequently, some members of the group were not always comfortable in the conference groups. They valued time, and in three of the four events, accepted staff/leader directed decisions about the flow of events at the conferences. The culture had a high technology with many artifacts available to all the members equally. For the most part, the four conference cultures were functional, temporary systems which had the overtone of anxiety over the perceived whimsical funding patterns and the individual job insecurity on the part of staff persons. These tense individuals represented a minority group in all four conferences. Participants learned many useful lessons, became members of a larger-than-project system, learned the norms of the program and developed relationships which would be helpful to the local project in the future.

The national training event was a functional and productive set of

experiences for the vast majority of participants and is worthy of follow-up activities above the local project level. The complexity of the activity, one event in four regional locations to better meet the needs of the participants, is an item which must be considered any time a national program considers the best way to deliver training. Is it more efficient and effective to conduct one large national event, several smaller regional events, training episodes for like role groups, training at the local project site, or some combination of the above? The four RCTR Centers' regional training conferences held in 1979 offer data upon which to make judgments about how to best offer training in a national program in the future.